MIDDLEBURY COLLEGE BULLETIN
MIDDLEBURY, VERMONT
MARCH, 1946

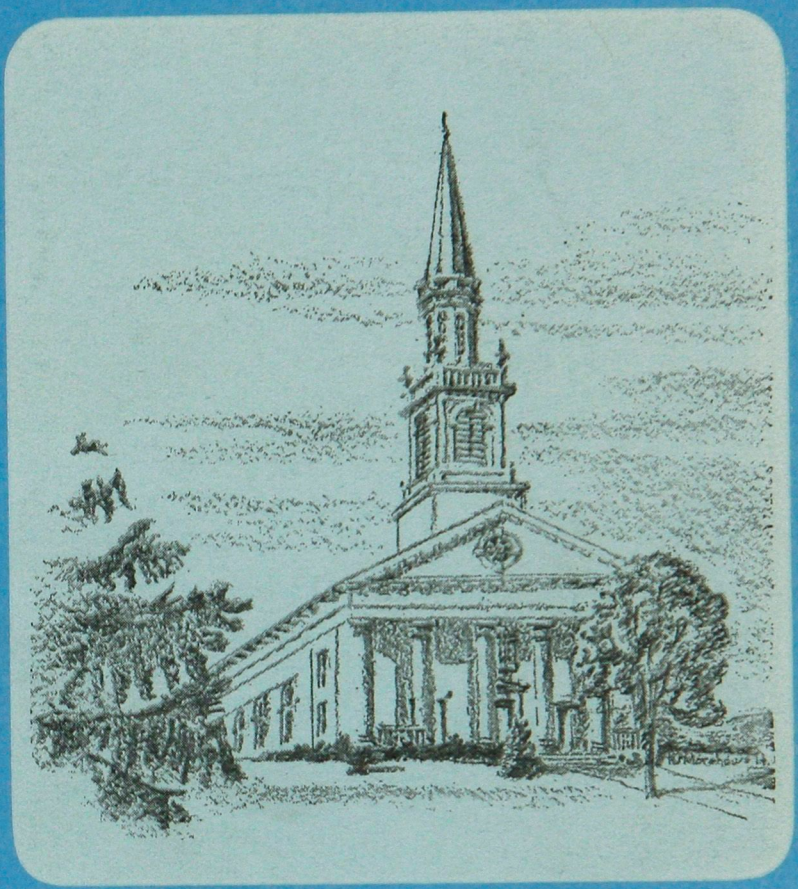
French

German

Italian

Russian

Spanish



Middlebury College Language Schools

MIDDLEBURY COLLEGE BULLETIN

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Middlebury College Language Schools

Administrative Officers for Thirty-eighth Session

Samuel S. Stratton, Ph.D., LL.D.	President of Middlebury College
Stephen A. Freeman, Ph.D.	Vice-President of Middlebury College and Dean of French School
André Morize, Litt.D., Professor of French Lit., Harvard Univ.	Director of French School
Ernst Feise, Ph.D., Professor of German, Johns Hopkins	Director of German School
Werner Neuse, Ph.D., Professor of German, Middlebury	Dean of German School
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Juan A. Centeno, A.B., M.D., Professor of Spanish, Middlebury	Director of Spanish School

FRENCH GERMAN ITALIAN RUSSIAN SPANISH

The Middlebury College Language Schools

1946 SESSION

The Idea The Middlebury College Language Schools stand for thorough training in a modern foreign language through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of the classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *During the entire session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

History The Middlebury College Language Schools were the pioneers thirty years ago in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units. The Russian School was inaugurated in the summer of 1945.

Post-War The schools have been primarily devoted for more than a quarter of a century to the intensive preparation of teachers of languages. The war brought a wider scope of service. Because of their long experience, they were qualified to play an important role in providing trained linguists for our armies, and for government agencies as translators, radio broadcasters, interpreters, commercial attachés, etc. Language training is also essential in the preparation of those who will participate in the

new international organizations, both political and cultural. All those for whom understanding, speaking, reading, and writing a foreign language is of primary importance, will find at Middlebury ideal conditions for the pursuit of their special objectives. The fundamental ideal of the Language Schools of Middlebury College is to help prepare Americans for a durable peace and real international cooperation, based on an understanding of our cultural heritage and the thought processes of our neighbors in a small world.

Academic Status The work of the Middlebury Language Schools is widely recognized. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1945 brought students from forty-three different states and countries, including Arizona, California, Canada, Florida, Nebraska, Oregon, Puerto Rico, Texas and Washington. One hundred fifty colleges and universities were represented. Sixty-six per cent of the students held degrees, and eighteen per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Nineteen Master's degrees were awarded in August, 1945.

Training The value of the training is recognized to such a degree by school boards and institutions employing language teachers that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. The U. S. Army and Navy have long sent representatives to the schools. As compared with foreign travel, a session at one of the Middlebury schools is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not found in foreign institutions. Neither in foreign travel nor resident study abroad can the student find courses in professional techniques and a concentrated training in the foreign language comparable to those in the Middlebury Language Schools. At the same time, such study furnishes the indispensable preparation for later travel in the foreign land.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The French, Italian, Russian and Spanish Schools occupy the campus of Middlebury College, founded in 1800 and still one of the most charming of New England colleges. The life of the German School centers around the quaint village green of Bristol, twelve miles away and nearer the mountains. The summer climate is

delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps*; while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and week-ends free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students. There is a golf course within walking distance of the campus.

Good automobile roads provide opportunity for trips into rural Vermont, to Lake Champlain, Lake Dunmore, Mount Mansfield, Ticonderoga, Ausable Chasm, the Adirondacks, Lake Placid, Lake George, and the White Mountains, any of which can be visited in a day's trip.

Music A series of chamber music concerts will be given by the Middlebury College String Quartet at intervals for the benefit of all the Language Schools. Concerts will take place Sunday evenings on the Middlebury campus, at Bread Loaf, and at Bristol. The programs will include works by representative composers of the various nations. The quartet is

under the direction of Alan Carter, Director of the new Middlebury Composers' Conference and Chamber Music Center.

Admission Students may enter without examinations and without being candidates for degrees. No student will be admitted, however, unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement.

The schools are essentially graduate schools; and the courses are generally of an advanced nature, requiring advanced preparation and real linguistic ability. Preference for admission will be given to teachers of the language, or graduate students preparing to teach. Undergraduates with a serious purpose may be accepted if they are recommended by their professors as having adequate preparation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students must not speak English to each other. This rule

Gifford Hall

holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation All the Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may audit any courses in his own school, or in any of the other schools, without extra charge. He may also enroll for credit in courses in another school on payment of a fee of $10 per course, if by reason of his proficiency he receives the consent of the Deans of both schools. (See page 11). By special arrangement, a student enrolled in one school may be permitted to take part or all of his meals in the dining hall of another school if an exchange can be arranged. It should be noted that because of the distances involved, such arrangements are very difficult between schools on the Middlebury campus and the German School at Bristol.

Beginners' Courses Special beginners' courses in German, Italian, Russian and Spanish will be offered on the Middlebury campus, if there is sufficient demand for them. They are not open to members of the same school, and thus constitute no violation of the Middlebury rule stated above. The courses are offered to students enrolled in another of the language schools; or by special arrangement to persons not enrolled in any school. A fee of $10 per course will be charged. For descriptions of these courses, see pages, 41, 50, 60, 76. The opportunity to begin the study of these languages is given with a view to their especial utility in the world situation.

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted. An official transcript will be issued upon application to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 30, 45, 54, 64, 80.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C" subject to the regulations of the student's

own college. One credit or point is equal to one semester hour, that is, one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some approved college. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school.

Study in a foreign country in approved summer courses may be counted toward the M.A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a single summer session of foreign study. In any case, twenty credits for the M.A. must be gained at Middlebury College.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred in August or at the Commencement following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages Middlebury College also offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). The main requirements are:

1. The Master's degree, with a language major, from some recognized university.
2. Residence at Middlebury College equivalent to thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required

to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics, Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must be approved by him. Work done in a foreign country prior to the student's enrollment as a candidate for the D.M.L. cannot ordinarily be accepted, but because of the war, exceptional cases may be considered. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough training in phonetics. Candidates will be required to do work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.
   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, and covering all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The offices of the President and Vice-President of the College, and the Language Schools Office are on the third floor of the Old Chapel. The offices of the Director and Assistant Director of the French School are in East Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is in Hepburn Hall. The office of the Director of the Italian School is in the Sigma Phi Epsilon House. The office of the German School is at the Bristol High School. The office of the Director of the Russian School is at the Chi Psi Lodge.

Vermont Countryside

Living Accommodations At the French, Italian, Russian, and Spanish Schools on the Middlebury campus, students are accommodated in the college dormitories or fraternity houses and board is provided by the college. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The French, Italian, Russian and Spanish Schools at Middlebury will open the session of 1946 on Friday, June 28, and will continue until August 15. August 12 and 13 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, June 28, and lunch will be served at 12:30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 15, and no guests can be accommodated after that time.

The German School at Bristol will open its session on Monday, July 1, and will continue until August 15. The opening exercises will be held Monday evening, July 1. The houses of residence will be open to receive students on Monday, July 1, and the first meal will be served at 6:30 p.m. No guests can be received earlier except by special arrangement. All

houses of residence will be closed after breakfast, Thursday, August 15, and no guests can be accommodated after that date.

Registration of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to the definite selection of courses. The Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. on the registration days. After this consultation, the students should register, and pay all bills to the Treasurer.

In all the schools, late registration after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 34, 46, 55, 64, 83.

Fees The administration reserves the right to make any changes without notice in courses, staff, living arrangements, etc. The following information about fees should be carefully noted:

French, Italian and Russian Schools Rates in these schools vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $205 to $250. Nearly all the desirable single rooms may be secured at $225 to $240, while a number of comfortable double rooms are listed as low as $215.

Spanish School A uniform charge of $230 covers registration, tuition, board and room in Hepburn and Gifford Halls. Rooms will be reserved in the order of application.

German A uniform charge of $220 covers registration, tuition, board at the Bristol Inn and room for the period of the session. Rooms will be assigned in order of application.

Room Deposit Since accommodations are limited, it is advisable that room reservations be made as early as possible. Rooms will be held without charge prior to April 15, after which date a retaining fee of $10 is required. This fee will be credited on the student's account at the opening of the session when the balance of the account is payable. In case of cancellation before May 15, the fee will be refunded. In case of cancellation after June 15, the fee will be forfeited. Cancellations received after May 15 and up to June 15 will be credited to the student's account for the following year, *for one year only*. A fee carried over from the previous year is not subject to refund under any circumstances. Correspondence regarding room reservations may be addressed to the Secretary of the Language Schools.

Non-Resident Students The tuition fee for students rooming outside is $110. Such persons may be boarded in the dining halls, if there is place for them.

Auditors All courses are open to auditing at any time by students regularly enrolled in any of the Language Schools. Such auditors are not entitled to take part in the class discussions, nor to receive attention from the professor. Persons who are not members of these schools may enroll as auditors under the above conditions, on payment of a fee

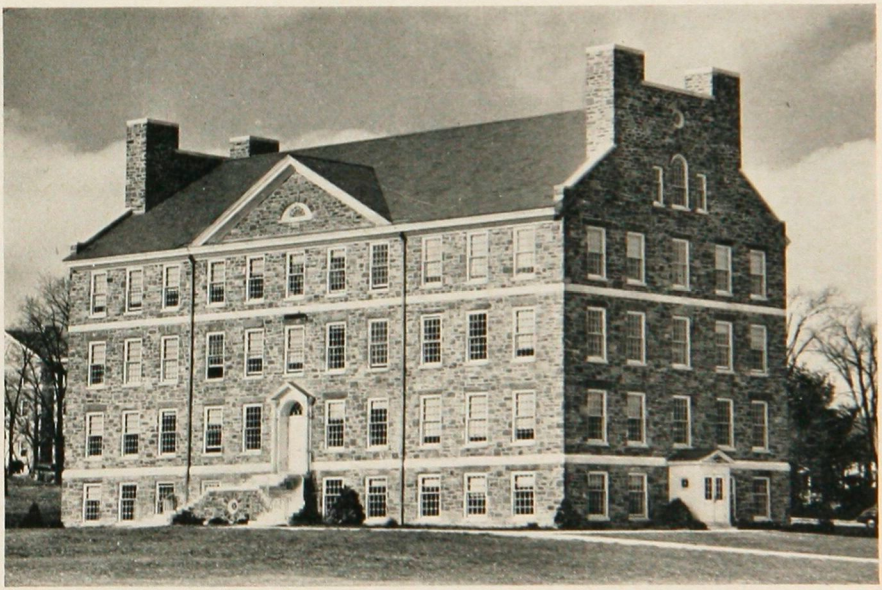
of $10 per week, or $40 for four weeks or more. Auditors are also entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Other Schools A student registered in one of the Language Schools may, on permission, enroll for credit in courses in another of the Language Schools, on payment of an extra fee of $10 per course. Such additional enrollments will be received at the end of the first week of classes. He may also be permitted to take part or all of his meals in the dining hall of another school if an exchange can be effected. See page 6.

Late Registration Fine Students registering after the first day of instruction will be required to pay a fine of $3 for the first day and $1 additional for each day during the first week of classes, after which no registrations will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be issued without charge upon request to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for weekend absences.



Munroe Hall

Payments Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks on an accredited bank. Checks should be made payable to Middlebury College.

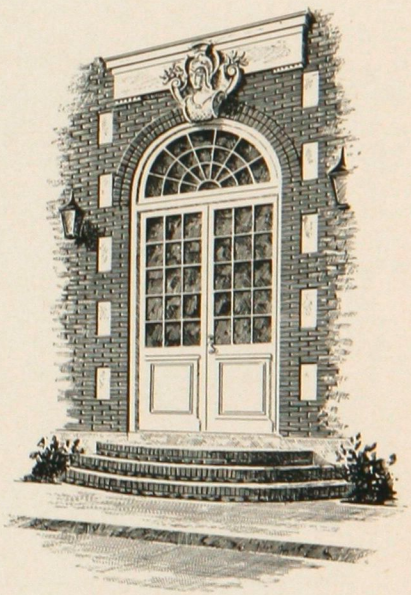
Self-Help For scholarships and opportunities for service, see pages 34, 46, 56, 64, 83

Student Mail In order to insure prompt delivery of their mail, students in the French, Italian, Russian and Spanish Schools at Middlebury should have all mail addressed to the house of residence to which they are assigned. German School students should have mail sent in care of the German School, Bristol, Vermont.

Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night trains leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections with the Rutland Railroad at Rutland, Vermont. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., for connections to Troy, a terminal of the Rutland Railroad.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the Dean of the School for transportation from New Haven to Bristol.

École Française



THE FRENCH SCHOOL

(June 28—August 15)

The French nation, still suffering materially and spiritually from the war and the occupation, but progressing on the long and difficult road to recovery, needs now more than ever the material aid, and the sympathetic understanding of the American people. The Middlebury French School, entering its thirty-first summer, offers its continuing contribution toward that understanding, through its courses in the civilization, history, literature, and language of France. With the return of peace, the School addresses itself anew to the preparation of French teachers, and now especially to the refresher training of those who for several years may have been absent from their classroom, and out of touch with France.

Professor André Morize of Harvard University, distinguished director of the School for twenty-one years, will be present in full and personal charge of the School, by special arrangement with Harvard University, for this his farewell summer. He will give a new course, *Men and Ideas of the Eighteenth Century*; and several evening lectures.

Immediate renewal of close contact with France and its universities is a major aim of this session. Professor René Jasinski, Docteur-ès-lettres, Professor of French Literature at the Sorbonne, will definitely be at Middlebury this summer as our Visiting Professor. He will give a course in his special field of *Romanticism and Realism* and a seminar in *Methods of Literary Research* for advanced students. At least five other new members of the faculty, recently come to the United States, will bring their fresh personal testimony of the sufferings and glorious spirit of France in Resistance and Reconstruction.

Other special features of the session are:

A new course by the Assistant Director, M. Guilloton: *France of Yesterday and Today*, in addition to his course in *Stylistics*.

Two new courses by M. Bourcier: *French Civilization in a Changing World*, and *Introduction to Modern French Poetry*.

A new course by Mlle Sarrailh, Agrégée d'espagnol, entitled: *Intellectual and Literary Relations between France and Spain*.

M. Coindreau of Princeton will repeat his two popular courses of last summer on the *Renaissance* and the *Contemporary Theatre*.

Miss Kathryn O'Brien, co-author of *First-Year French* and *Second-Year French*, will return after an absence of several years, in charge of the important and up-to-date course: *New Developments in Modern Language Teaching*. She will also conduct a demonstration class of young pupils by the oral method.

FRENCH SCHOOL STAFF

Direction

ANDRÉ MORIZE, *Director.*

Agrégé de l'Université; Litt.D., Middlebury College, 1925; A.M. (Hon.), Harvard Univ., 1942; Officier de la Légion d'Honneur; former fellow of the École Normale Supérieure; Agrégé de l'Université, 1907; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913–14, Associate Professor of French Literature; served with the French Army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914–17. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the Armistice accepted a chair of French Literature in the same university. Was made a full professor in 1925, and chairman of the Department of History and Literature in 1931. September, 1939 to June, 1940, Directeur at the Commissariat, then Ministry of Information, Paris.

Author of: *L'Apologie du Luxe au XVIII^e siècle; Candide* (Société des textes français modernes); *Correspondance inédite de Montesquieu; Problems and Methods of Literary History*, Ginn & Co.; *France: Été 1940*, Maison de France, N. Y., (also translated into Spanish). *Devoirs d'aujourd'hui et Devoirs de demain*, Maison de France; *Résistance*, N. Y., 1943. Has also contributed numerous articles to the *Revue d'histoire littéraire de la France, Revue du XVIII^e siècle, Revue de Philologie française, Education, French Review*, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

VINCENT GUILLOTON, *Assistant Director.*

Ancien élève de l'École Normale Supérieure; Baccalauréat; Licence-ès-lettres; au front 1915–1918, une blessure, Croix de Guerre; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, The Hague, July, 1920; Associate Professor of French, University of Syracuse, 1921–23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923–29; Professor, 1929—; Summer quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; Middlebury French Summer School, 1932; Assistant Director, 1935, 1938, 1939, 1941–; Acting Director, 1937, 1940, 1944, 1945.

Author of articles in *Revue Anglo-Américaine; Modern Language Notes, The French Review; Smith College Studies in Modern Languages*; Article on France, in *National Encyclopedia Year Book.*

STEPHEN A. FREEMAN, *Dean.*

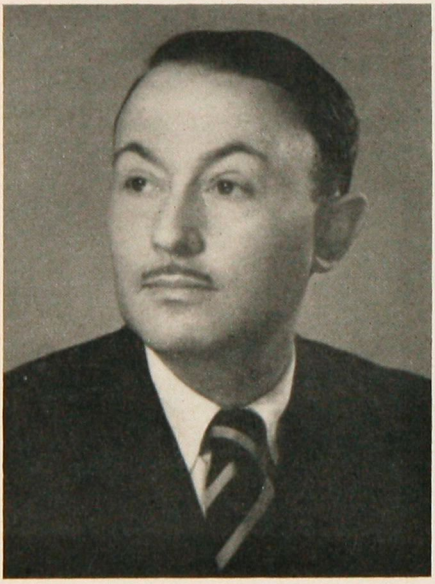
A.B., Harvard University, 1920; A.M., 1921; Ph.D., 1923; Phi Beta Kappa; American Field Service Fellowship, for study at Université de Lyon and Université de Paris, 1921–22; pilot and Lieut. (j.g.), Naval Aviation, 1917–18; Instructor, Brown University, 1923–25; Professor of French and Dean of the French School, Middlebury College, 1925—; Chairman, Administrative Committee, 1940–41; Acting President, 1942; Vice-President, 1943—; formerly Vice-President, New England Modern Language Association; Member of Executive Council, Am. Ass'n of Teachers of French, 1937–40; President, 1940–44; Sec'y-Treas. of Vermont Chapter; President, Phi Beta Kappa, Beta of Vermont; Modern Language Advisor for Ginn and Company, 1935–42; with U.S. Army in France, 1945–46, as Chief of Liberal Arts Section, Biarritz-American University.

Author of articles in *Education, School and Society, French Review, Modern Language Journal, Journal of Education*, etc.

MME LUCIE GALL-BERNOT, *Assistant to the Director.*

Brevet supérieur, École Normale d'Orléans; International Guild, London; La Guilde Internationale, Paris; Teacher in England, private schools at Bournemouth and London; in France, École Primaires Supérieures par délégation du Ministre de l'Instruction Publique; French School for Girls, New York; Mary C. Wheeler School, Providence, R.I.; Technical High School, Springfield, Mass.; Head of French Department, The Chapin School, New York City, 1926—; Middlebury French Summer School, 1926–29, 1931–33, 1935. Assistant to the Director, 1936–43, 1945—.

Instructing Staff



RENÉ JASINSKI, *Visiting Professor.*

Baccalauréat, 1915; Licence, 1916; aux armées françaises 1917–18; Élève de l'École Normale Supérieure, Diplôme d'études supérieures, 1920; Agrégé des lettres, 1922; Préparateur de français à l'École Normale Supérieure, 1922–23 et 1925–26; Fondation Thiers, 1923–26; Docteur-ès-lettres; Maître de conférences à la Faculté de l'Université de Lille, 1929; Professeur titulaire, 1934; Exchange Professor, in England, 1932; Univ. of Buffalo, 1934; Holland, 1938; mobilisé en 1939 comme capitaine; Capitaine des F.F.I., pendant la libération de Paris; Professeur de littérature française à la Faculté des Lettres, Université de Paris, 1942—.

Author of: *Les Années romantiques de Théophile Gautier; L'España de Gautier; Le Journal Intime de A. E. Fontaney*; and many articles in the professional and literary journals. In press: *Histoire de la littérature française*, 2 vols. chez Boivin.

ROGER M. ASSELINEAU.

Baccalauréat; Licence-ès-lettres; Agrégé de l'Université, 1938; Professeur au Lycée du Havre, 1938–39; French Army, 1939–40; Professeur aux Lycées du Havre, de Beauvais, de Saint-Maur; in 1944, arrested by the German police, sentenced to death, and finally released at the time of the liberation of Paris; Professeur au Lycée Voltaire and instructor in English at the Sorbonne, Paris, 1944–45; American Field Service Fellowship for research at Harvard, 1945–46; Middlebury French Summer School, 1946.

MLLE PAULETTE BÉLIME.

Diplômée de l'École de l'Enseignement Technique de Paris; Professeur de littérature, d'histoire et de géographie aux écoles de Reims et de Charleville; arrivée aux États-Unis en janvier 1946; Instructor in French, Milton Academy, 1946—; daughter of André Cœuroy, Visiting Professor at Middlebury French Summer School, 1936; Middlebury French Summer School, 1946.

MME JACQUELINE BERTRAND.

Licence de phonétique, 1921; Professeur de phonétique et de français, Cours spéciaux pour les étudiants étrangers, Grenoble, 1921–30; Instructor in French, Dana Hall, 1931–33; Instructor in French, Pine Manor Junior College, 1933–37; Instructor in French, St. Margaret's School, Conn., 1937–39; Instructor in French, The Spence School, 1939—; Middlebury French Summer School, 1935—.

CLAUDE BOURCIER.

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932–35; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*: Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935–36; servi dans l'armée française, comme sous-lieutenant d'infanterie, 1936–37; Assoc. Prof., Middlebury College, 1937–46; Professor, 1946—; Middlebury French Summer School, 1936, 1938—; Acting Dean, 1945.

MLLE GERMAINE BRÉE.

Studied at Jersey Ladies' College, Island of Jersey; passed London Senior and Matriculation Examinations, 1922; École Normale de Nîmes, 1924–1927; Studied at the Sorbonne, 1928–1931; Licence-ès-lettres, Sorbonne; Foreign Fellow, Bryn Mawr College, 1931–1932; Agrégée d'anglais, 1932, Professeur au Lycée de jeunes filles d'Oran, Algérie, 1932–1936; Lecturer, Bryn Mawr College, 1936–1937, Associate Professor, 1937—; French Army, 1943–1945; Middlebury French Summer School, 1937, 1940–1942, 1946—.

MLLE DENYSE CARRÉ.

Baccalauréat lettres et philosophie; licence-ès-lettres; certificat de littérature et civilisation américaines; voyages et études en Egypte, Suisse, Angleterre; déportée et détenue dans les camps de concentration de Ravensbrück, Torgau, Eisenach, Leipzig; Boursière d'études à Bryn Mawr College, 1945–46; fille de M. Jean-Marie Carré, Visiting Professor à Middlebury en 1929; Middlebury French Summer School, 1946.

MAURICE COINDREAU.

Professor of French Literature at Princeton University; Agrégé de l'Université;

Licencié en droit; Ancien membre de l'École des Hautes Études Hispaniques (Madrid); Correspondant de *La Nouvelle Revue Française*, et de *La Nacion* (Buenos Aires); Conférencier général de l'Alliance Française, 1936–37; Visiting Professor at Mills College, 1936, 1937, 1944. Middlebury French Summer School, 1938, 1940, 1941, 1945—.

Author of: *La Farce est jouée*, 1942; *Quadrille Américain*, 1945; *Aperçus de littérature américaine*, 1945; *A French Composition Book*, 1925; *An Alternative French Composition Book*, 1936; in collaboration with L. F. H. Lowe. Editions of college texts: André de Lorde, *Trois Pièces d'épouvante*, 1934; Abel Hermant, *Eddy et Paddy*, 1936; *Contes et nouvelles du temps présent*, with J. R. Loy, 1941.

Translations: S. et J. Alvarez Quintero, *Bourg-les-Dames*, 1925; R. del Valle-Inclan, *Divines Paroles*, 1927; John Dos Passos, *Manhattan Transfer*, 1928; Ernest Hemingway, *L'Adieu aux Armes*, 1932; *Le Soleil se lève aussi*, 1933; William Faulkner, *Tandis que j'agonise*, 1934; *Lumière d'août*, 1935; Erskine Caldwell, *Le Petit Arpent du Bon Dieu*, 1936; *La Route au tabac*, 1937; William Faulkner, *Le Bruit et la Fureur*, 1938; John Steinbeck, *Des souris et des hommes*, 1939; W. L. Willkie, *Le Monde est un*, 1943; Emery Reves, *Manifeste démocratique*, 1944.

MISS LOUISE CRANDALL.

B.A., Western Reserve University, 1921; M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930–31; Institut de Phonétique, summer, 1933; Cours de Civilisation, Sorbonne, summer, 1937; Teacher in New Castle public schools, 1921–1930; Training Teacher for Teachers, Westminster College, New Wilmington, Pa., 1924–30; Head of French Department, New Castle High School, 1925–30; Great Neck High School, L. I., N. Y., 1931—; Middlebury French Summer School, 1939–42; 1944—.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Université de Lyon et Université de Paris, Certificat d'Études supérieures (Phonétique), Sorbonne; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936. Instructor, Wayne University, 1935–37; Asst. Prof., 1937–40; University of Oklahoma, Asst. Prof., 1941; Assoc. Prof. 1942–43; Prof., 1944—; Agent Consulaire de France, Detroit, 1929–30 et 1935–36; Associate Editor, *The French Review*, 1939—; Special Editor, *Webster's Dictionary*, 1940—; Contrib. Editor, *Books Abroad*, 1941—; Middlebury French Summer School, 1941, 1943—.

Author of: *La durée des voyelles en français*, Vol. I; *Étude expérimentale sur la durée des E d'un Français*, Paris, *Bibliothèque du Français Moderne*, Editions d'Artrey, 1940; "Durée consciente et durée inconsciente des voyelles," *The French Review*, Vol. 12; "L'accent final en français: accent d'intensité, accent de hauteur, accent de durée," *The French Review*, Vol. 12, 1938; "Tendances de coupe syllabique en français," *P. M. L. A.*, Vol. 55, 1940; "Travaux d'étudiants au laboratoire de phonétique expérimentale de Middlebury," *French Review*, May, 1943; and other articles.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920–21; Instructor, Brown University, 1922–23; A.M., Harvard, 1925; Instructor, Harvard, 1924–27; Instructor, M.I.T., 1926–27; Instructor, Yale, 1927–29; Ph.D., Harvard, 1928; Asst. Prof. of Romance Languages, University of Buffalo, 1929–34; Asst. Prof.

of Romance Languages, University of Michigan, 1934—; Middlebury French Summer School, 1928—.

Author of: *La Candidature de Sainte-Beuve à l'École Normale en 1834. Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique, P. M. L. A.* Dec., 1937.

JACQUES FERMAUD.

Baccalauréat-ès-lettres, University of Rennes, 1923; Diplôme de l'École Libre des Sciences Politiques, 1929; M.A., University of Minnesota, 1938; Ph.D., 1943. Instructor, 1938–39, 1941–42; Asst. Prof., Univ. of Minnesota, 1943—. Sergent d'infanterie Coloniale, Croix de Guerre, 1939. Vice-President, Am. Ass'n. of Teachers of French; former Pres. Minnesota-Dakota Chapter; former Consular Agent for France; member Exec. Council Minnesota Unit Am. Relief for France; Director of weekly radio program "This is France." Middlebury French Summer School, 1945—.

Author of articles in the *Romanic Review*, *Modern Language Journal*.

MME MARGUERITE FOUREL.

Ancienne élève de la Maison d'Éducation de la Légion d'Honneur de Saint-Denis; Brevet supérieur; Teacher of French and Head of the French House, Tenacre, Wellesley, Massachusetts, 1924–28; Teacher of French at the Beaver Country Day School, Chestnut Hill, Massachusetts, 1928–1945; Head of Dept., 1945—; Instructor, Middlebury French Summer Session, 1928, 1930, 1932–35, 1937–38, 1945—.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919. Assistant in French, Syracuse, 1919–20; Professeur à l'Alliance Française, Paris, Cours d'été, 1920–21; Instructor in French, Syracuse, 1921–23; Instructor in French, Smith College, 1923–25; Asst. Prof. 1925–31; Assoc. Prof., 1931—; Middlebury French Summer School, 1932, 1935, 1937—.

MLLE A. LE JOLLY.

Brevet supérieur; diplôme de l'École de préparation des professeurs de français à l'étranger, sujet d'option: phonétique; teacher of French in the Horace Mann High School, New York, and Dana Hall, Wellesley; Assistant Professor of French and Directrice du Château, Middlebury College, 1936–37; Teacher of French, Pine Manor Junior College, Wellesley, Mass., 1937—; Middlebury French Summer School, 1936–37, 1939–41, 1943, 1945—.

MLLE MADELEINE LELIEPVRE.

Certificat d'aptitude à l'enseignement des lettres, Paris, 1914–15; Admissible, Agrégation d'histoire, Paris, 1916; Professeur de Collège, 1916–24; École Normale Supérieure de Sèvres, 1924–25; Agrégée des lettres, Paris, 1925; Professor, Lycée de Bordeaux since 1926. Fellow of the Laura Spelman Rockefeller Memorial, studying the education of women in the United States, 1925–26: Visiting Lecturer in French at Vassar College, 1929–30; 1936–40; Sarah Lawrence and Bennington Colleges 1940–41; Head of Mod. Lang. Dept., St. Lawrence University, 1941—; Middlebury French Summer School, 1930, 1931, 1937, 1939–42, 1944—.

MISS KATHRYN L. O'BRIEN.

A.B., Smith College, 1919; Master of Education, Harvard, 1927; Répétitrice d'anglais, École Normale, Angers, France; Brookline, Mass. Schools, grades 7 and 8,

1922–24; High School Instructor, 1924–40; Head of Dept. of Mod. Foreign Languages, 1940—; Teacher of Demonstration Class in French, Harvard Summer Schools of 1923, 24–25–27–28; Course in Methods of Teaching French, Wellesley College, 1929; Middlebury French Summer School, 1929, 1932–37, 1939–42, 1946—.

Author of: *First-Year French*, and *Second-Year French* (Ginn and Co.), with Stella M. Lafrance.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury French Summer School, 1930—.

Author of: *Exercices Français: Cours préparatoire, Première partie, Deuxième partie; La France et les Français; Le Français oral; Exercices de composition et de grammaire; Lectures pour débutants, Coutumes françaises d'hier et d'aujourd'hui; Initiation à la langue française; Gens et choses de France; La deuxième étape en langue française.* Editor: *Contes de la Vieille France; Trente-trois contes et nouvelles.*

RAOUL PELMONT.

Baccalauréat-ès-lettres; Licence-ès-lettres, University of Paris, 1936; Diplôme d'études supérieures, University of Paris, 1936; Certificat d'aptitude à l'enseignement des lettres dans les Ecoles Normales, Paris, 1938; Taught in France for several years, and in South Wales, 1932–33; Fellowship, Bowdoin College, 1933–1935; Asst. Prof., Russell Sage College, 1937—; Middlebury French Summer School, 1945—.

Translator of articles for the Office of War Information, 1945; translator for *La République Française*; in preparation: *Paul Valéry et les Beaux-Arts.*

MLLE MAUD REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris; Head of the French Department, Baldwin School, Bryn Mawr, 1917–20, 1927—; Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921–22. Lecturer and Dramatic Reader, 1922–26; Director of French Dramatics, Bryn Mawr College, 1930—; Lecturer in French Diction, Bryn Mawr College, 1934–43; Middlebury French Summer School, 1935—.

MLLE MICHÈLE SARRAILH.

Baccalauréat-ès-lettres, University of Grenoble, 1939; Licence-ès-lettres, Universities of Bordeaux and Montpellier, 1941; Professor, Lycée Français of Madrid, 1942–1944; Agrégée de l'Université (Espagnol) 1945; Graduate Fellow, Smith College, 1945–1946; Middlebury French Summer School, 1946.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille; Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, Middlebury College, 1927–28; Instructor in French, University of Oregon, 1928–29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929–42; Asst. Prof., French Dept., Cornell Univ., 1942–45; Assoc. Prof., 1945—; Middlebury French Summer School, 1927—.

MME BEATRICE TOURTEBATTE.

University of Chicago, Ph.B., 1926; A.M., 1927; Instructor in French and Italian at the University of Texas, 1928–29; Teacher of French language and literature, Collège Montmorency, Paris, 1929–39; Diplôme et certificat de phonétique, Institut de Phonétique, 1939; Subst. instructor, Hunter and Wellesley Colleges, 1940–41; Asst. Prof. of Romance Languages, Wilson College, 1941–44; Subst. Instructor, Queens College, 1944; Middlebury French Summer School, 1940–42, 44—.

Administrative Staff and Auxiliary Personnel

Mme André Morize, Mus. B., Yale University; Director of Music.
Miss Katherine Alexeieff, A.M., Middlebury College; in charge of Phonetics Center.
Mme Myra Bourcier, A.M., Middlebury College; in charge of Librairie.
Miss Lota Curtiss, A.M., Yale University; Organist and Chimer.
Michel Guilloton, Aide to the Director.
Miss Elna Jeffries, A.M., Univ. of Michigan; Corrector.
Miss Nancy Scott, A.B., Smith College; Assistant in Dramatics.
Miss Jane Sherwin, A.B., Rockford College, Secretary of the French School.
Miss Elinor Wieland, A.M., Middlebury College, Secretary to the Dean.

EVENING LECTURES

On Tuesday evenings, and occasionally on other evenings as well, at 8:00 P.M. in the Gymnasium, there will be special lectures by M. Morize, and by members of the staff. By special arrangement, several well-known authorities on various phases of French culture will also speak.

DAILY COURSES

A. Language

Directeur d'études, M. Guilloton

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Individual conferences. The course will be strictly limited to twenty students.

Daily at 8:00. M. Guilloton.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of important points of grammar. Each section will be limited to twenty students.

Note: A written test will be given at the first meeting of this course. According to

French School Faculty and Staff of 1945

First Row: (Left to Right) Mlle Boynet, M. Coindreau, Mme Guilloton, M. Bourcier, Mme Gall-Bernot, M. Guilloton, M. Pargment, Mlle Leliepvre, M. Constans.

Second Row: Mr. Myron, Mme Bourcier, Mme Bertrand, Mme Tourtebatte, Mlle Rey, Miss Crandall, Mlle d'Arlin, Mlle de Bidart, M. Guiet.

Third Row: Miss Compton, M. Delattre, Mlle Le Jolly, Miss Scott, Mme Fourel, Miss Wieland, Miss Jeffries.

Back Row: Miss Fischer, M. Guilloton, Miss Curtiss, Miss Ryder, Mlle Alexeieff, M. Thomas, M. Denkinger, M. Fermaud, M. Fourel, M. Pelmont.

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the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8:00.	Mme Gall-Bernot.
Sect. II at 9:00.	Mme Gall-Bernot.
Sect. III at 8:00.	Mlle Brée.
Sect. IV at 10:00.	M. Asselineau.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in textbooks and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

NOTE: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14.

Sect. I at 8:00.	M. PARGMENT.
Sect. II at 9:00.	M. PARGMENT.
Sect. III at 11:00.	M. FERMAUD.
Sect. IV at 12:00.	MME FOUREL.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

NOTE: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13. (This course does not count toward the M.A. degree.)

Sect. I at 8:00.	M. PELMONT.
Sect. II at 9:00.	M. FERMAUD.
Sect. III at 10:00.	M. PARGMENT.
Sect. IV at 11:00.	MME FOUREL.

B. Phonetics and Diction

Directeur d'études, M. DELATTRE

21. (LABORATORY COURSE IN EXPERIMENTAL PHONETICS.)
Omitted in 1946.

22. ADVANCED PHONETICS.

This course is designed for students who already have a good knowledge of phonetics and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 8:00.	M. DELATTRE.
Sect. II at 9:00.	M. DELATTRE.
Sect. III at 10:00.	MME BERTRAND.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8:00.	MME TOURTEBATTE.
Sect. II at 10:00.	M. DELATTRE.
Sect. III at 11:00.	MME BERTRAND.
Sect. IV at 12:00.	MME BERTRAND.

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 8:00.	Mlle Le Jolly.
Sect. II at 9:00.	Mme Tourtebatte.
Sect. III at 11:00.	Mlle Le Jolly.
Sect. IV at 12:00.	Mlle Le Jolly.
Sect. V at 12:00.	Mme Tourtebatte.

25. DICTION, INTONATION, ELOCUTION.

This course is of capital importance to complete the work done in phonetics, and should not be taken without a good knowledge of phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph, enabling students to analyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to fifteen.

Sect. I at 9:00.	Mlle Rey.
Sect. II at 11:00.	Mlle Rey.

Note: All students in the school, and especially those in the phonetics department, are urged to make the largest possible use of the Phonetics Center, with its recording and listening machines and fine collection of records. The phonetics instructors will hold regular consultation hours at the Center to assist students with their pronunciation problems, and to criticize their recordings.

C. Methods and Professional Training

Directeur d'études, Miss O'Brien

DEMONSTRATION CLASS.

A demonstration class will be organized, composed of children in the village. The class will be taught by Miss O'Brien, and will serve for the concrete illustration of ideas presented in the methods class, particularly the oral approach. All members of the summer school are invited to attend as observers. No academic credits are allowed for attendance.

Daily at 9:00.

31. NEW DEVELOPMENTS IN MODERN LANGUAGE TEACHING.

As a result of the war, of new governmental and popular interest in languages, and particularly of new methods developed for the Army Specialized Training Program and the Navy language training centers, much new light has been shed upon the teaching of modern languages in our high schools and colleges. Reacting against the "reading method," the general demand is now for aural-oral mastery. The armed forces' need for quick results developed new techniques for accelerated and intensive courses

with specific objectives. Although conditions in the usual high school language class are quite different, a careful study of the new techniques can make significant contributions. The purpose of this course is to examine all these new developments both in theory and in practice, and their possible application to peace-time civilian teaching. Attendance will be required at the demonstration class. Required reading in current publications, written and oral reports, class discussions. Special guest lecturers will be invited to speak on particular phases of the new techniques.

Daily at 12:00. Miss O'Brien and others.

33. FRENCH CLUB ACTIVITIES.

The Cercle Français should be a lively centre where the various aspects of the study of French are organized to stimulate greater student interest. In this course, the various practical problems involved will be carefully considered: the initial organization of a Cercle, the means of creating and maintaining a French atmosphere, the psychological background, the mastery of the requisite procedures, the finding and utilization of desirable material. Type programs will be worked out with all necessary documentation. Ways of providing entertainment and of fostering sociability. Songs, games, plays, dramatizations and adaptations, source material, the use of magazines, newspapers, photographs, stereopticon slides, films, etc. Students will have access to the valuable reference library and the material collected in Pearsons Hall. Personal conferences with the instructor about special problems.

Textbooks: *Le Cercle Français*, by Ruth C. Morize; and *Le Cercle Français*, by R. P. Jameson.

Daily at 10:00. Miss Crandall.

Note: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Miss Crandall, in charge of the collections, about their special needs.

D. Literature and Civilization

Directeur d'études, M. Morize

41. ROMANTICISM AND REALISM.

An analysis of the fundamental attitudes of literary thought and expression in the nineteenth century, particularly the opposition between the two points of view known as romanticism and realism. A thorough study, at the graduate level, of certain significant periods, and of a number of the great names in nineteenth century literature. Extensive reading, and critical reports will be required of students enrolled for credit, but all students in the school are invited to attend these lectures by one of the best teachers at the Sorbonne.

Daily at 11:00. M. Jasinski.

42. MEN AND IDEAS IN THE EIGHTEENTH CENTURY.

This course is not a "survey" of the eighteenth century but a coordinated series of studies in French life and thought from the death of Louis XIV to the Revolution. The following subjects will receive particular attention: society and the new ideas at the beginning of the century, the influence of Montesquieu, Voltaire and his philosophy, the theories of Rousseau on education, the Encyclopédie, the development of the sci-

entific spirit, the influence of the American Revolution, Beaumarchais, Condorcet, public opinion in 1789. Lectures, assigned readings, written reports.

Daily at 12:00. M. Morize.

43. FRANCE OF YESTERDAY AND TODAY.

A National Constituent Assembly in France is now endeavoring to solve the immediate pressing problems of the nation, and at the same time to create a new form of government. This course aims to acquaint the student with the recent and current history of France, so that he may understand more clearly the complex problems involved, and the essential background of the new economic system and the new political institutions which must be created. Problems of internal and foreign policy, new political alignments, and French participation in the UNO will be discussed.

Daily at 9:00. M. Guilloton.

44. FRENCH CIVILIZATION IN A CHANGING WORLD.

The age-long ideals and realities of French civilization, already battered by the ordeal of war and occupation, are today put to a crucial test by a fast changing world. More than ever a correct understanding of the land of France and its civilization seems necessary. The course will present in a coherent way the various geographical, historical, economic, sociological, religious, educational, and cultural elements that make such an understanding possible, and examine them in the light of the many problems which France has to face at present.

Daily at 10:00. M. Bourcier.

46. CONTEMPORARY FRENCH THEATRE.

The principal aspects of dramatic activity in France from 1900 to the present day. *Théâtres du boulevard, Théâtres subventionnés, Scènes d'avant-garde.* A study of a few plays chosen among those which best represent present tendencies. Outside readings, class discussion, written reports.

Daily at 10:00. M. Coindreau.

48. INTRODUCTION TO MODERN FRENCH POETRY.

An introduction to the understanding and appraisal of the modern tendencies in French poetry, combining the historical approach and the analysis, or "explication de texte," of the most representative works, from Baudelaire to the present day.

Daily at 11:00. M. Bourcier.

50. METHODS OF LITERARY RESEARCH.

This course will be conducted as a "seminar." Its purpose is to acquaint the more advanced students, and particularly candidates for the doctorate, with the scientific methods of research and literary criticism. Each student will choose a subject, within the general field to be agreed upon; the professor will guide the work and supervise each student's active participation. This course presents a valuable introduction to the use of bibliographical material in any field; and any student engaged in a research project should not fail to profit by it. Individual consultations will be arranged when requested.

Daily at 2:00. M. Jasinski.

51. THE CONTEMPORARY FRENCH NOVEL.

A careful study and critical discussion of the major trends and outstanding examples of the contemporary French novel between 1919 and 1939. The authors studied will include Mauriac, Duhamel, Gide, Malraux, Giraudoux, and Martin du Gard. An attempt will be made to see in the novel an expression of social and political thinking. Lectures, collateral readings, and class discussions.

Daily at 9:00. MLLE LELIEPVRE.

52. DEVELOPMENT OF FRENCH DRAMA.

A survey of the history of the French theatre, from the Renaissance to the present day. A study of the general dramatic tendencies of each century and of the most significant writers. The list of works to be studied is made up largely of plays familiar to reading courses. The purpose of the course is to attempt literary evaluation of these works in the light of the evolution of the French drama and literature. Collateral readings, class discussion, written reports.

Daily at 10:00. M. DENKINGER.

57. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Lectures, short tests on essential historical and biographical data, readings. Aids to study (mimeographed sheets, classical texts, documentary illustrations, etc.) will be supplied at various times. Students should own a good manual of French literature, preferably Lanson et Tuffrau, *Manuel ill.*, Hachette. The anthology to be used is Peyre and Grant, *Seventeenth Century French Prose and Poetry*, Heath. The course is designed to give the student a broad understanding of the unfolding of the classical school, full attention being given to other great writers besides the dramatists (Descartes, Pascal, etc.).

Daily at 12:00. M. DENKINGER.

58. THE RENAISSANCE AND ITS GREAT WRITERS.

An analysis of the Renaissance and the humanistic movement as it expressed itself in the works of the leading authors of France in the sixteenth century. A careful study, with "explications de textes," of the writings and ideas of Rabelais, Ronsard, du Bellay, d'Aubigné, Montaigne and Calvin. Discussion of literary tendencies, outside reading, written and oral reports.

Daily at 9:00. M. COINDREAU.

62. INTELLECTUAL AND LITERARY RELATIONS BETWEEN FRANCE AND SPAIN.

A survey of the influence of Spanish thought and literature in France from the early 17th century to the present day, as exemplified in the "précieux" and "burlesque" literature; the theatre of Corneille and Molière; the moral or social satire of Lesage and Beaumarchais; the works of the Romantic movement—Hugo, Gautier, Musset, Mérimée; and the writings of modern novelists—Barrès, Larbaud, Morand, Montherlant.

Daily at 12:00. MLLE SARRAILH.

63. EXPLICATIONS DE TEXTES.

Practical direction and help in the reading and the interpretation of French authors, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students.

. . *picnic at the lake* . .

Short passages from representative authors will be chosen for detailed analysis. The course will also be valuable for a review of the main currents of French literature.

Daily at 8:00. M. Asselineau.

66. MODERN FRENCH FICTION.

A course at the intermediate level, intended to develop vocabulary and facility in reading, an appreciation of literary style, and an understanding of contemporary prose authors. The course will be helpful in preparing for a reading examination, or as an introduction to advanced courses in French contemporary literature. Proust, Maurois, Morand, Duhamel, Romains and others will be represented among the writers studied. Class discussions and oral reports. (The course will count for undergraduate but not for graduate credit.)

Daily at 11:00. Mlle Sarrailh.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

E. Oral Practice

Directeur d'études, M. Thomas

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 9:00.	Mme Guilloton.
Sect. II at 10:00.	Mme Guilloton.
Sect. III at 11:00.	Mlle Brée.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M.A. degree.)

General meeting daily at 8:00; attendance required of all students enrolled in the course.

Sect. I at 9:00.	Mlle Carré.
Sect. II at 9:00.	Mlle Belime.
Sect. III at 10:00.	M. Pelmont.
Sect. IV at 10:00.	Mlle Rey.
Sect. V at 11:00.	Mlle Belime.
Sect. VI at 11:00.	M. Pelmont.
Sect. VII at 12:00.	M. Thomas.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active" one. The class work will comprise constant repetition of the elements of everyday speech; drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Sect. I at 9:00.	M. Thomas.
Sect. II at 10:00.	M. Fermaud.
Sect. III at 12:00.	Mlle Carré.

Credits Two credits will be allowed for each course, unless otherwise indicated. All courses count toward the Bachelor's degree, and all except Courses 14, 66, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Intermediate Composition, Modern French Fiction, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may with the consent of the Dean be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M. A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, and Oral Practice. Courses 12, 23, 31, 74, and any courses in Group D other than 66 satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10 to 11.

Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, dictaphones for temporary recording on wax cylinders, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Two assistants will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French

School. The College Bookstore, on the ground floor of Munroe Hall, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore in Pearsons Hall attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. A complete collection of French books published in this country or Canada during the war—novels, poetry, drama, and non-fiction—will be found, and new books from France will be available here as soon as they can be obtained.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles was secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert-Rey, Directeur des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.

LIFE IN THE SCHOOL

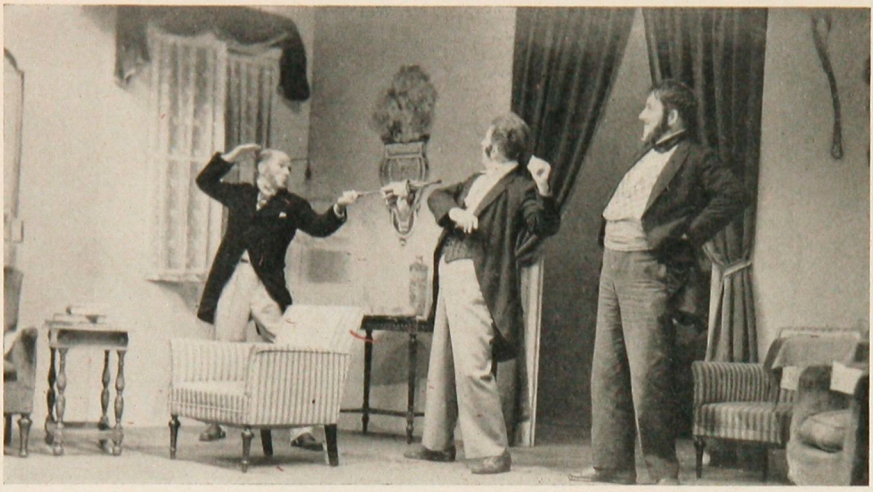
Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. (See page 5.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the College, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall One of the newest and finest dormitories on the campus is Forest Hall. It is built of native stone in colonial style; all rooms are



"Le Misanthrope et l'Auvergnat"

single, with washroom between every two rooms. There are reception rooms, parlors, and dining rooms, accommodating all the students living in the building. The offices of M. Morize and M. Guilloton, as well as the faculty club room, are also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall. Pleasant shaded grounds adjoin Battell Cottage and Pearsons Hall. Hillside Cottage is on the road leading to the Château. Painter Hall, the oldest and most historic building on the campus, now completely remodeled, has attractive single and double rooms. Chairs on the lawn and under the trees provide pleasant opportunities for reading and study out of doors.

Dining Halls Four dining halls serve the French School, one in Battell Cottage, two in Forest Hall and one in the Château. The students

gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Thursday evening dramatic entertainments will be an important feature of the school life. Under the direction of Mlle Leliepvre, groups of faculty and students will present a varied program of plays. Community singing of folk songs is an important part of these Thursday evening meetings. *Chantons un peu*, by R. M. Conniston, Odyssey Press, will be used; students should bring their own copy. There will be lectures on Tuesday evenings by M. Morize and others, on subjects drawn from various phases of French life and culture. A program of special lectures is also being arranged.

Music Mme Morize will return this summer to direct the musical activities of the school. One of the most enjoyable elements of the school program is the series of concerts of chamber music on Sunday evenings by guest artists.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at 10:45 in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The large vested choir will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, June 28, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage. As soon as possible, students should report to the Dean to register for their courses, and to receive other information. (See also pages 9 and 10).

The first official assembly of the French School will be held on Sunday evening, June 30, at 8:00 at the Gymnasium. All students are required to attend. Classes begin at 8:00 Monday morning, July 1.

Consultations The entire staff of the school places itself at the disposal of the students for consultation and assistance. M. Morize and M. Guilloton, assisted by Mme Gall-Bernot, will hold regular consultation hours for all students in offices in Forest Hall. The Dean, Mr. Freeman, may be consulted at the Château Office daily from 9:00 to 12:00, and by appointment, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Stephen A. Freeman, Dean of the French School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees and other general information should be addressed to the Secretary of the Language Schools, Middlebury College.

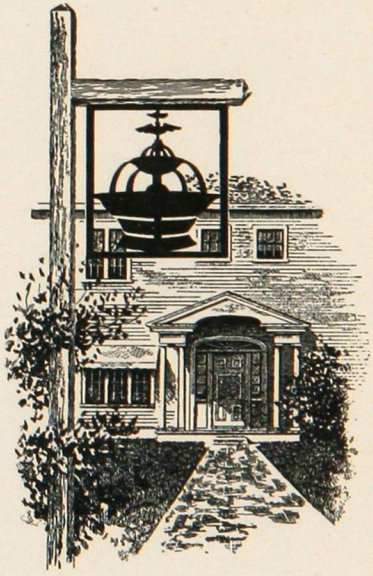
Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter for the summer, fall, or spring terms. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions. Professor Freeman will be glad to discuss possibilities of study with anyone interested.

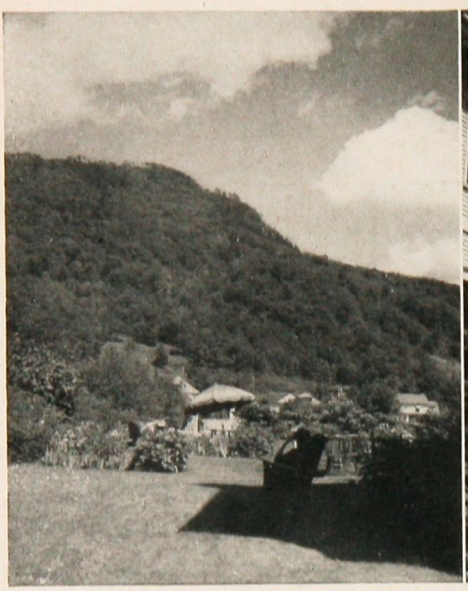
Scholarships For the summer of 1946 thirty scholarships of at least fifty dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the French School: two James Richardson Scholarships, established by Mrs. James Richardson of Providence, R. I.; the Stella Christie Scholarship, established by friends of Mrs. Robert Christie; and an unspecified number of French Government Scholarships.

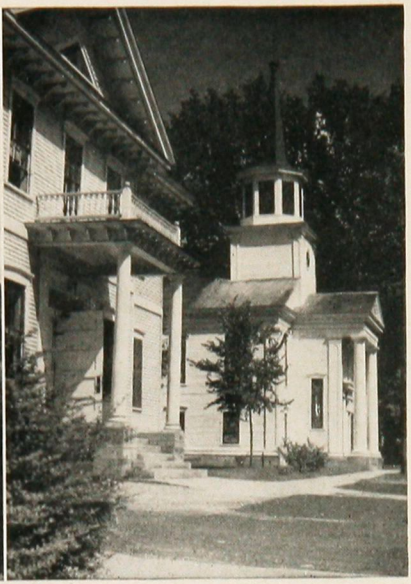
Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write to Dean Freeman for application blanks.

Deutsche Sommerschule





Behind—The Mountains



In Front—The Village Square

THE GERMAN SCHOOL

(From July 1 to August 15)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they may merge into the intimate circle in which German is their sole medium of communication.

GERMAN SCHOOL STAFF

ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902–08; Ph.D., Leipzig, 1908. University of Wisconsin: Instructor in German, 1908–12; Assistant Professor, 1912–15; Associate Professor, 1915–17. Oberlehrer at the Collegio Aleman, Mexico City, 1920–23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924–27. The Johns Hopkins University: Associate Professor of German 1927–28, Professor of German, since 1928. National President AATG, 1939, 1940. The Middlebury German Summer School, since 1931.

Publications: *Die Leiden des jungen Werthers von Johann Wolfgang Goethe*, Oxford University Press, 1914; Goethe's *Hermann und Dorothea*, Scribner's, 1917; Hauptmann's *Einsame Menschen* (with M.G. Evans), Henry Holt and Co., 1930; articles in Germanic Review, Modern Language Notes, Monatshefte für deutschen Unterricht, and other periodicals. Advisory Editor Modern Language Notes; Editorial Board, Monatshefte für deutschen Unterricht.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918–23) and Giessen (1929–30); Teachers College Columbia University, 1928–29. Ph.D., Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923–27. University of Wisconsin, Instructor in German, 1927–28; Hunter College, Instructor in German, 1928–29; Studienrat, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930–31. New York University, Instructor, 1931–32. Middlebury College, Associate Professor, 1932–42, Professor, since 1942. The Middlebury German Summer School, since 1931.

Publications: *Friedrich Schnack: Klick aus dem Spielzeugladen*, Henry Holt and Co., 1935; *Wege zur deutschen Kultur*, J. B. Lippincott Company, 1937; *Vom Bild zum Wort*, J. B. Lippincott Company, 1938; *Kleine Deutsche Realienkunde*, Publications of the Interscholastic Federation, 1940; *Heitere Geschichten*, W. W. Norton, 1940; articles in various journals.

ERNST L. LOEWENBERG

Universities of Berlin, Heidelberg, 1914–16; Universities of Geneva, Hamburg, 1919–21; Ph.D. Hamburg, 1921. Studienrat, Lichtwarkschule Hamburg, 1921–34; High School Principal, 1929–31; Lecturer, Volkshochschule, 1929–33; Jewish High School, Hamburg, 1934–38; Milton Academy, 1939; Bennington College, 1939; Groton School, since 1940; Middlebury German Summer School, 1944.

Publications: Studien zu Liliencrons Poggfred, 1921; Die Lichtwarkschule Hamburg, 1928 (in cooperation); Jakob Loewenberg, biography, 1931; selections, 1937; articles in American and German periodicals.

HELEN OTT.

A.B., New York State College for Teachers, 1925; A.M., Middlebury German Summer School, 1935. Teacher in Watertown, N. Y., 1925–26; Ravenna, N. Y., 1926–31; Sag Harbor, N. Y., 1931–33; Albany, N. Y., since 1933. Middlebury German Summer School, 1937–39, 1941, 1944—.

OSKAR SEIDLIN.

Universities of Freiburg, 1929–30; Frankfurt, 1930–33; Basel, 1934–35. Ph.D., Basel 1935. Director "Frankfurter Theaterstudenten", 1931–33. Tutor in German Language and Literature, University of Lausanne, 1936–38. Assistant Professor in German Literature, Smith College, since 1939. Military Service, 1942–46. Middlebury German Summer School, 1939–41.

Publications: Translation and adaptation of John Gay's *Beggars Opera*, 1932: *Otto Brahm als Theaterkritiker*, Zürich, 1936; *Pedronis muss geholfen werden* (novel), Aarau, 1937; American edition (*Green Waggons*), Houghton & Mifflin, 1943; textbook edition (*Der goldene Apfel*), F. S. Crofts, 1942; *S.O.S. Geneva* (novel), Viking Press, 1939; Swiss edition (*S.O.S. Genf*), Zürich, 1940; *Mein Bilderbuch* (verse), Zürich, 1938. Articles and book reviews in German, Swiss, Dutch, American periodicals and newspapers.

RUTH A. H. SEIFERT.

A.B., Carnegie Institute of Technology; A.M., Middlebury German Summer School, 1944; Juillard School of Music, New York, 1943–45; Diploma in Organ, 1944. Upper Darby High School, since 1945. Middlebury German Summer School, 1943–44.

WOLFGANG STECHOW.

Universities of Freiburg, Göttingen, Berlin (History of Art, History of Music, Archeology) 1914, 1918–21; Ph.D., Göttingen 1921. University of Göttingen: Assistant at Institute of Art History, 1923; Instructor, 1926; Assistant Professor, 1931–36. University of Wisconsin: Assistant Professor, 1936, Associate Professor, 1937. Professor of Fine Arts, Oberlin College, since 1940. Assistantships and Visiting Professorships: The Hague, 1922–23; Florence, 1927–28; Rome, 1931. Vice-President, The College Art Association of America. Member of Editorial Board: The Art Bulletin; Journal of Aesthetics. Member Committee on Fellowships and Grants, American Council of Learned Societies. Conductor of Students' Orchestra, University of Göttingen, 1924–33. Concert Pianist. The Middlebury German Summer School, 1942, 1944.

HARRY STEINHAUER.

University of Toronto, 1923–28; Ph.D., 1937; Leipzig, 1930. University of Saskatchewan: Instructor, 1929–30; Assistant Professor, 1930–36; Professor of German and French, 1936–43; Professor of German, University of Manitoba, since 1943. Middlebury German Summer School, 1944—.

Publications: *An Elementary German Grammar*; *Die deutsche Novelle 1880–1933*; *Das deutsche Drama 1880–1933*; *Modern German Short Stories*; *Deutsche Kultur, ein Lesebuch*; *An Omnibus of French Literature* (in collaboration). Articles and reviews in American, British and Canadian Journals. Contributor to the Dictionary of World Literature.

Die Deutsche Schule 1945

SPECIAL LECTURE SERIES

"HAUSMUSIK" FROM BACH TO BRAHMS by Dr. Wolfgang Stechow, Professor of Fine Arts at Oberlin College.

A survey of such compositions by the great German composers of the 18th and 19th centuries as were specifically intended to be played and sung in an intimate circle, contrasted with concert and opera music. Compositions for piano (two and four hands), chamber music for strings and winds with and without piano, and *Lieder* are included, as well as the main points of the history of the respective instruments, particularly the piano, and of the musical forms. The social aspects of *Gemeinschaftsmusik* versus concert music will be stressed.

Students are urged to bring their musical instruments.

THE COURSES OF STUDY

A. Literature

(An advance reading list for literature will be furnished by the Language School Office or the Dean upon application)

14. THE ROMANTIC PERIOD.

A survey of the German Romantic Movement and a study of its literature, its esthetic and philosophic theories, and its art. 8:30 Mr. Feise.

20. SPECIAL INVESTIGATION.

Students advanced in their graduate study may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the director before the opening of the School so that the problem may be confined and the necessary books procured. (One or two credits).

21. GOETHE'S FAUST.

An interpretation of both parts of the drama with special attention to the sources and genesis, the life and thought of the poet, and the general spirit of the "Age of Goethe." 10:30 Mr. Feise.

23. GERMAN CRITICISM.

A historical survey of the development of German critical ideas from Opitz to the present and an excursion into the related fields of aesthetics and literary science. Reading of representative texts and class reports. 11:30 Mr. Steinhauer.

37. MODERN FICTION: THOMAS MANN.

An intensive study of Thomas Mann's short stories as to their philosophical, cultural, and stylistic significance. The main problems will be followed up by chosen excerpts from and interpretation of his great novels and essays. (Introductory literature course, not open to advanced students). 9:30 Mr. Seidlin.

B. Civilization

42. GERMAN FOLKLORE.

Reading and discussion of German folklore material such as *Märchen*, legends, folksongs, proverbs. Folk customs, beliefs, and traditions will be treated in connection with the reading to produce a general picture of the German *Volkscharakter*.

11:30 Mr. Neuse.

C. Language

55. PRACTICAL PHONETICS.

A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German such as rhythm and speech melody as factors of expression. 2:30 Mr. Neuse.

All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory under supervision until their defects are corrected.

D. Language Practice

A. BEGINNERS' COURSE.

The fundamentals of German grammar; drill in correct pronunciation; dictation; conversation; readings.

This course is open only to students in the other Middlebury Schools who wish to begin the study of German. *It is not open to members of the German School and will not count or graduate credit.* (See p. 6).

Daily at 8:00 (Middlebury Campus).

61. ADVANCED COMPOSITION AND STYLISTICS.

A systematic study of style, shades of meaning, adequacy of expression. Model selections of prose and master translations will form the basis for imitative composition and for translation of passages of increasing difficulty. A thorough knowledge of German grammar is prerequisite for this course. 7:30 Mr. Seidlin.

65. COMPOSITION AND GRAMMAR REVIEW.

A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of synonyms and idioms. 7:30 Mr. Steinhauer.

68. GRAMMAR.

A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward M.A. degree). 7:30 Mr. Lowenberg.

69. ORAL PRACTICE.

The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the

GRAMMAR course, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see page 43.) No auditors. Two credits (no credit toward the M.A. degree). 8:30 MR. LOWENBERG.

LANGUAGE CLINIC. Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will be assigned to individual members of the staff for extra work.

E. The Teaching of German

71. METHODS OF TEACHING.

A comparative study of contemporary writers and movements in the field of modern language teaching for the purpose of appraising, developing, and formulating their contribution to the teaching of German in secondary schools and colleges. Objectives, educational values, scientific foundation of modern language teaching on the basis of modern psychology, phonetics, and progressive educational theory. Selection and organization of subject matter, critical discussion of various theories of methods, choice and use of textbooks on beginners' German, grammar, reading, and literature. The use of realia, reviews, tests, and examinations.

*SCHEDULE

	7:00	Breakfast	
7:30	Advanced Composition	Composition	Grammar
8:30	Romanticism		Oral Practice
9:30	German Criticism		
10:30	Faust		
11:30	Modern Fiction	Folklore	
2:30	Phonetics	12:30 Lunch	
		6:30 Dinner	

** Subject to change*

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71, including some teaching under observation in the Demonstration School).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's *Faust* (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1947)
12. Barock und Aufklärung (1948)
13. The Classical Period (1949)
14. The Romantic Period (1946)
15. Nineteenth Century (1947)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's *Faust*
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit.

B. CIVILIZATION

(3 year rotation)

41. German History (1948)
42. German Folklore (1946)
43. German Art (1947)

C. LANGUAGE

51. History of the German Language (1947)
55. Phonetics

D. LANGUAGE PRACTICE

(yearly)

61. Advanced Composition
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching

On Tuesday, July 2, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

Folk Dancing

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students and those majoring in the language, they should also attract others who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and a score of houses in which the students are located, scattered in the immediate vicinity. Owing to the good library lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. It is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country.

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 5. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 43). Since the success of the school and the benefit derived from attending it depend on the creation of an atmosphere of intimate group consciousness and a carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected*

to take part in the daily singing and to attend extracurricular lectures and programs. (For Auditors see page 10).

Credits Two credits will be allowed for all courses meeting five hours a week. All courses count toward the Baccalaureate degree and all except Beginners' Course A, Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on pages 6–7.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 7 to 12.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon meal German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures Lectures will be given after dinner three times weekly. "Literarische Sonntagsandachten," not conflicting with local church services will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. Emphasis is laid upon having the musical life of the school grow out of the active cooperation of the students themselves. Special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music.

Recreation and Sport On Saturdays, the school organizes hikes into the nearby Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of weekend relaxation during which the foreign language is used in an atmosphere different from that in the classroom and study. The local ball park where group games (Schlagball, etc.) are frequently played, offers further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.

OTHER INFORMATION

Arrival On July 1, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 10:00 a. m. on. All students will meet the representatives of the College Treasurer at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 Tuesday morning, July 2.

Bookstore At the Bücherstube books used in the courses may be purchased; but also other books and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

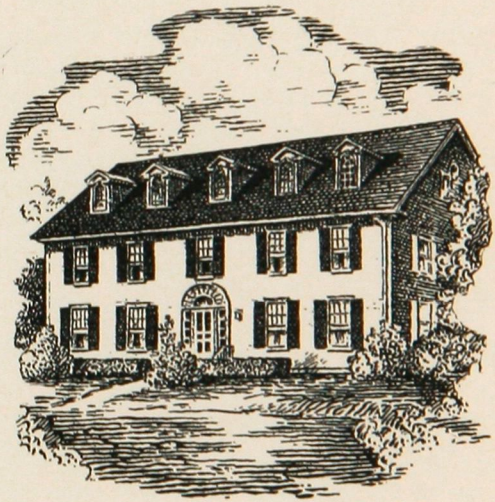
Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

In addition to the *Martin Sommerfeld Scholarship* four other scholarships of $50 each are available.

These five scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 15. The awards will be announced after June 1.

Address Correspondence concerning courses, credits, degrees, and admission to the School, should be addressed to Prof. Werner Neuse, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to Language Schools Office, Middlebury College, Middlebury, Vermont.

Scuola Italiana



THE ITALIAN SCHOOL

(From June 28 to August 15)

The Italian School of Middlebury College, modeled upon the other Middlebury Language Schools, was founded in 1932 by Dr. Gabriella Bosano, of Wellesley College. On her resignation in 1938, Dr. Camillo Merlino, of Boston University, and a past president of the American Association of Teachers of Italian, was appointed Director.

The war-troubled years that followed were a constant challenge to the development of the School. Despite the inevitable difficulties engendered by the global war, the Italian School has enjoyed a sound and steady growth. Now the School is ready to meet the demand for new and varied implementations of spoken Italian. It will continue to be a major aim of the Italian School of Middlebury College to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

The Session of 1946 The Director is pleased to announce that, in addition to the carefully graded basic courses designed especially for training in spoken and written Italian, Professor Teresa Carbonara, of Barnard College, will again offer ORAL STYLISTICS. Still within the field of language, the Director will offer IDIOMATIC VARIATIONS, a companion course to Oral Stylistics, especially planned to enrich the vocabulary range of those who already speak Italian correctly.

Dr. Pierina Borrani Castiglione, a graduate of the University of Florence, will offer a vital and most timely picture of Italy in a new course THE FORMATION OF THE ITALIAN PEOPLE AND NATION. The abiding and varied contributions of the Italian genius will be the topic of Professor Carbonara's GENERAL VIEW OF ITALIAN CULTURE, and Dr. Salvatore Castiglione, of Yale University, will again present, after a lapse of several summers, his highly appreciated course in Italian poetry.

The Italian School is happy to welcome to its teaching staff Dr. Alba Zizzamia, a graduate of the University of Rome. Her marked pedagogical skill as well as her gracious personality will greatly enhance both the curriculum and the life of the School.

Opportunities for independent study and research, both literary and linguistic, will again be available under the guidance of the Director with the collaboration of the staff.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director.*

A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926–27, (study in France, Italy, and Spain); Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924–26 and Radcliffe College, 1927–28; Instructor in French, University of California, 1928–29; Associate in Italian, Bryn Mawr College, 1929–30; Assistant Professor of Italian, University of Michigan, 1930–36; Associate Professor, 1936–37; Associate Professor of Romance Languages, Boston University, 1937–38; Professor, 1938—; Convenor for Foreign Languages in the Army Specialized Training Program 1943–44; Acting Director and Visiting Professor, Middlebury Italian Summer School, 1938; Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932–40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston, 1937—; Member of the Modern Language Association of America (Editorial Consultant, 1935—), Dante Society, American Association of University Professors, etc.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

SIGNORINA TERESA CARBONARA.

Born and educated in Italy; A.B., Barnard, 1920; A.M., Columbia University, 1921; completed residence requirements for Ph.D. at Columbia, 1925–29; Instructor in Latin and French, College of New Rochelle, 1921–24; Instructor in Italian, Spence School, New York, 1924–29; Instructor in Italian, Barnard College, 1929–45; Associate in Italian, 1945; Lecturer on general topics of Italian culture; contributor to professional publications; Middlebury Italian Summer School, 1936–42; 1944, 1945, 1946.

SIGNORA PIERINA BORRANI CASTIGLIONE

Dottoressa in Lettere, University of Florence, 1930; Diploma di Perfezionamento in Letteratura Italiana, University of Florence, 1931; Diploma di Abilitazione all'inseg-

namento della Lingua e Letteratura Italiana e della Storia, Rome, 1933; Smith College, 1936 (American History); Instructor in Italian, Wellesley College, 1936–1940; Instructor in Italian, Pine Manor Junior College, Wellesley, 1938–1940; Informant in Italian, Army Specialized Training Program, Yale University, 1943–1944; Instructor in Italian, Albertus Magnus College, 1945–; Instructor, Middlebury Italian Summer School, 1939, 1946. In preparation: a textbook on Italian pronunciation, diction, rhythm and elocution.

SALVATORE GIUSEPPE CASTIGLIONE

B.A., Yale University, 1932; Ph.D., 1939; Italian-American Exchange Fellow, University of Florence, 1934–1935; Instructor in Italian, Yale University, 1938–1943: 1944—; Instructor in Italian language and "area", Army Specialized Training Program, Rutgers University, 1943–1944; Translator of texts from Italian to English for the Yale School of Drama, 1935–1936; Instructor, Middlebury Italian Summer School, 1938, 1939, 1946.

Author of articles and book reviews in *Books Abroad*, *Italica* and the *Bulletin* of the New England Modern Language Association; translator of: Benedetto Croce, *Politics and Morals* (Philosophical Library, 1945). In preparation: an edition (in collaboration) of Dario Niccodemi's *Le Tre Grazie*.

SIGNORINA ALBA ZIZZAMIA

A.B., Trinity College, Washington, D. C., 1931; *Dottoressa in Lettere*, University of Rome, 1936. Summer graduate study, Columbia University and University of Perugia. Teacher of Italian, Hartford Public High Schools, 1932–1935, 1936–1938; Lecturer in Italian, St. Joseph College, Hartford, Conn., 1937–1938; Associate Professor of Italian, Trinity College, Washington, D. C., 1938. Translator of: *The Social Message of Jesus* and the *Social Message of the Early Church Fathers* by Igino Giordani (St. Anthony Guild Press) and *The Life of Christ* by Giuseppe Ricciotti (in press).

Auxiliary Personnel

Signorina Maria Borra, A.M., Secretary to the Director
Signorina Anna Iannaccio, A.M., Aide to the Director

THE COURSES OF STUDY

A. Language

A. BEGINNERS' COURSE.

Grammar; drill in correct pronunciation; dictation; conversation. Reading of modern Italian short stories and plays.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Italian. *It will not be open to members of the Italian School, and will not count for graduate credit.* (See page 6.) Hours to be arranged.

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar. Constant oral and written practice, vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 8:00. Signorina Zizzamia.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms and synonyms.

Daily at 8:00. SIGNOR CASTIGLIONE.

3. ORAL PRACTICE AND SELF-EXPRESSION.

Daily training in current Italian designed to help the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on assigned topics and debates.

Daily at 9:00. INSTRUCTOR TO BE ANNOUNCED.

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Daily at 10:00. SIGNORINA ZIZZAMIA.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercise, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 10:00. SIGNORINA CARBONARA.

6. (FROM LATIN TO ITALIAN.)

Omitted in 1946.

7. IDIOMATIC VARIATIONS AND VOCABULARY.

There will be studied in this course a representative cross section of the most current phraseology and idiomatic expressions as well as the forms peculiar to Italian epistolary usage. If time permits, attention will also be given to "falsi amici" or deceptive cognates.

Daily at 8:00. SIGNOR MERLINO.

B. Literature and Civilization

11. GENERAL VIEW OF ITALIAN CULTURE.

In this course there will be surveyed the major manifestations of the Italian genius, as expressed down through the centuries, in literature, art, philosophy, music, and science; briefly, those abiding achievements which are now the prized heritage of all mankind.

Daily at 11:00. SIGNORINA CARBONARA.

12. MASTERPIECES OF ITALIAN POETRY.

Following a brief consideration of the nature and techniques of poetry, there will be analyzed some of the most significant and best remembered examples of Italian poetry

from Dante's *Canzoniere* to contemporary times. Students will be expected to participate actively in the class work and ample opportunity will be afforded for acquiring facility in reading poetry aloud.

Daily at 11:00. SIGNOR CASTIGLIONE.

13. DANTE AND HIS TIMES (THE *INFERNO*).

In the course of three summers, the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1946 the *Inferno* will be the object of special study. This course may be taken for credit in three consecutive summers.

Daily at 9:00. SIGNOR MERLINO.

14. THE FORMATION OF THE ITALIAN PEOPLE AND NATION

Against the background of the most significant factors and events in the history of Italy, there will be analyzed the many ethnological, sociological, political, psychological, as well as linguistic patterns, that characterize the Italian people of today. Due attention will be given to the major developments in the long struggle for Italian national independence and unification; to the Italy before and after World War I; and more briefly, to the rise and fall of Fascism and to the general position of the present-day Italy in the light of domestic conditions and in relation to international affairs.

Daily at 9:00. SIGNORA CASTIGLIONE.

15. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO,
with the collaboration of members of the staff.

Schedule of Classes

8:00	1	Intermediate Composition	SIGNORINA ZIZZAMIA
	2	Advanced Composition	SIGNOR CASTIGLIONE
	7	Idiomatic Variations	SIGNOR MERLINO
9:00	3	Oral Practice	
	13	Dante and His Times	SIGNOR MERLINO
	14	Italian People and Nation	SIGNORA CASTIGLIONE
10:00	4	Advanced Oral Practice	SIGNORINA ZIZZAMIA
	5	Oral Stylistics	SIGNORINA CARBONARA
11:00	11	Italian Culture	SIGNORINA CARBONARA
	12	Masterpieces of Poetry	SIGNOR CASTIGLIONE

La Scuola Italiana, 1945

LIFE IN THE SCHOOL

Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery.

Italian Dormitories For the summer of 1946, three fine fraternity houses on the Middlebury College campus, providing excellent dormitory accommodations, will serve as headquarters for the Italian School. Equipped with attractive social rooms and surrounded by spacious lawns shaded by trees, these houses lend themselves to the development of an atmosphere of friendly informality so conducive to "oral practice" —one of the main features of the Middlebury experience. Dr. and Mrs. Merlino will reside in Sigma Phi Epsilon, thus actively promoting the spirit of good fellowship and understanding in an Italian atmosphere.

The Italian Dining Room The attractive dining hall in Delta Upsilon will again be available to the Italian School. The hum of conversation in the dining room, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule. Regularly enrolled students in the other Language Schools who have a knowledge of Italian may, with the permission of the Director, arrange to have some of their meals in the Italian dining room, if an exchange can be effected.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies, and social gatherings. The school picnics, informal instruction in folk songs and folk dances, tennis, the popular game of "bocce," and hiking afford further pleasant relaxation. Students of the Italian School are always cordially invited to attend the concerts and other entertainments given under the auspices of all the Language Schools.

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all except Course A count toward the Master's degree. (See also pages 6–7).

Note: Course 2 (Advanced Composition) and Course 5 (Oral Stylistics) may be taken twice for credit, as the material of the courses varies each year. Course 13 (Dante) may be taken three times for credit, once

on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for registration on Friday, June 28, and classes begin Monday, July 1, at 8:00 a. m. (See also pages 9–10.)

Admission Students may enter without examination, and without being candidates for degrees. No student, however, will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Registration As soon as possible after arriving on June 28, every student should register for courses with the Director. After arranging his program, he will be directed to the Registrar and Treasurer for general registration and the payment of fees. Late registration is subject to fine and will not be permitted after the first week. (See page 11.)

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10 and 11.

Scholarships For the summer of 1946, several scholarships, all of fifty dollars each, are available. These will be awarded on the basis of

Italian School Picnic

need, merit, and scholastic promise. Application should be made to the Director before May 15. Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the School:

Ten Bonomo Scholarships offered by Mr. and Mrs. Richard V. Bonomo, of Glen Ridge, New Jersey.

Two scholarships offered by Dr. and Mrs. Antonio Firenze, of Huntington, Long Island.

The Thomas J. Quirk Circolo Italiano Scholarship offered for the seventh consecutive year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Italian Teachers Club of Hartford, Conn., (formerly Iota Theta Sorority—Alpha Chapter) Scholarship offered for the seventh consecutive year.

The Rochester Scholarship offered for the third consecutive year by "IL SOLCO," Italian Cultural Society of Rochester, New York.

Two Middlebury College Italian School Scholarships offered by the students and faculty in the 1945 session.

The Maestro Sandro Benelli Memorial Scholarship offered by Mrs. Merrill E. Otis, A.M. '40, of Kansas City, Missouri.

One scholarship offered by the Reverend Dante del Fiorentino, Pastor of St. Rocco's Church, Glen Cove, Long Island.

One scholarship offered by the Italian merchants of Middlebury, Vermont.

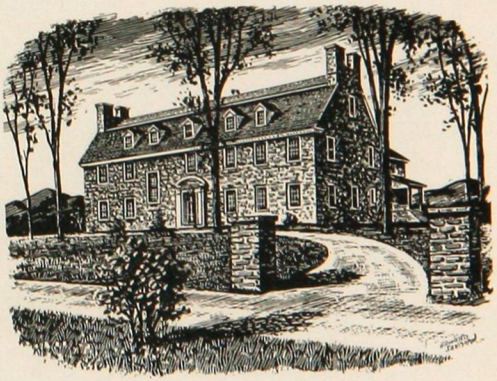
Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write for information and application blanks to Dr. Merlino.

Books A well-balanced and constantly expanding collection of Italian books, housed in the College Library, amply provides for the needs of the students. In addition, textbooks and other aids for the teaching of Italian will be available for examination.

In Sigma Phi Epsilon there is also an Italian bookshop at which students will be able to purchase the texts required for class work, as well as dictionaries and a variety of books of classic and modern Italian literature.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Dept. of Romance Languages, Boston University, Boston 16, Massachusetts. Corespondence concerning fees, rooms, and other general information should be addressed to the Language Schools Office, Middlebury College, Middlebury, Vermont.

Русская Школа



THE RUSSIAN SCHOOL

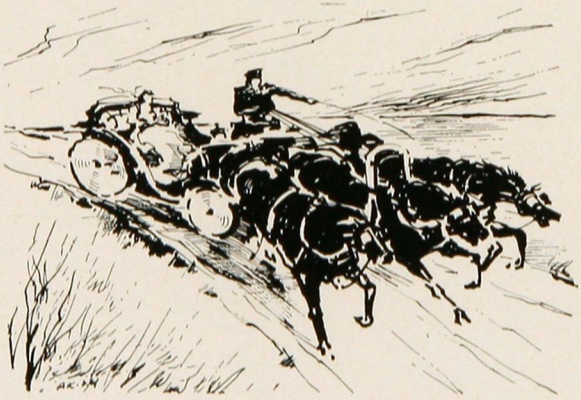
(From June 28 to August 15)

Vision and readiness to meet the exigencies of a changing world were fully demonstrated by the Administration of Middlebury College when it inaugurated the Russian School in 1945. The timeliness, uniqueness and pressing need for such a school, as well as the fortunate setup with regard to faculty and courses, accounted for an enthusiastic response which exceeded all expectations.

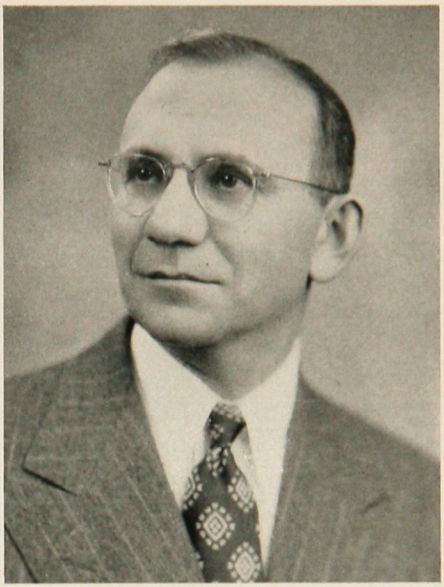
The School now enters its second year with a larger and eminently competent staff. It will strive to provide its students with the linguistic and cultural background indispensable to peaceful cooperation with our victorious ally, as well as to furnish a needed tool for the scientist, diplomat, artist and teacher.

An event of paramount importance in the history of the Russian School is the expansion and rotation of its offerings to permit work toward the M.A. and D.M.L. degrees. Beginning with the 1946 session the School will be on the same basis as the other Middlebury Language Schools, and will offer no elementary courses to its own enrollees.

The School, with a faculty of five, will continue under the direction of Dr. Mischa H. Fayer, head of the Russian Department at Middlebury College. Dr. Fayer is happy to announce the return of Miss Marya Andreyevna Tolstoy, granddaughter of the famous Russian novelist. New to the School this year are: Mr. Aron Pressman, well known in the world of music in New York who, in addition to his courses in Russian conversation, will be in charge of the singing; Mrs. Anastasia Feodorova-Pressman, who brings to her direction of the dramatic productions wide experience in the theatre; and Mrs. Olga Lang, scholar and profound student of Russian life.



RUSSIAN SCHOOL STAFF



MISCHA HARRY FAYER, *Director.*

Beletskaya Gimnaziya, Bessarabia, Russia, 1923, *cum laude*; A.B., University of Minnesota, 1926; A.M., 1928; Ph.D., Columbia University, 1945; certificat après examens, Sorbonne, 1931; graduate study, University of Southern California and Claremont Colleges.

Chairman, Department of Foreign Languages, State Teachers' College, Dickinson, North Dakota, 1929–1939; Chairman, Division of Languages and Literature, 1939–1942; Instructor in French and German, Fullerton Junior College, Fullerton, California, 1938–1939; Instructor in Russian, Michigan State College, 1942–1943; Assistant Professor of Russian, Middlebury College, 1943—; Director and Dean, Middlebury Russian Summer School, 1945—.

Member, Lambda Alpha Psi, honorary in languages and literature; Modern Language Ass'n.; American Ass'n. of Teachers of Slavonic and East European Languages; Chairman, Committee on Methodology of latter organization.

Lecturer on Russian literature and civilization. Author of *Gide, Freedom and Dostoevsky* (1946).

OLGA LANG

First Women's University, Leningrad; graduated University of Moscow, 1922. Teacher, librarian, translator, writer and research worker in Russia to 1927; in Germany, England and China to 1937; research associate, Institute of Social Research, Columbia University, 1937–1943. Instructor in Russian in A.S.T.P. at City College, New York, 1943–44; assistant head of the Russian Desk of the Language Section, Education Division, Army Service Forces, War Dep't., 1944–1945; Instructor of Russian, City College, New York, in the Adult Education Program, 1944—; Russian translator at the Nuremberg trials, 1946; Middlebury Russian Summer School, 1946.

Contributor of articles on Russia and the Far East to *Amerasia, Pacific Affairs, Novosselic.* Author of *Chinese Family and Society*, written under auspices of Institute of Social Research, Institute of Pacific Relations, and Carnegie Foundation, to be published in the spring of 1946 by Yale University Press. Now working on *The Russian Family.* Lecturer on Russia. Interpreter at the Nuremberg trials.

ANASTASIA FEODOROVA-PRESSMAN

Graduated Odessa Gimnaziya. Active in theatre work in Russia, the Far East and United States. Private classes in Russian. Special training in phonetics and methodology.

Instructor in Russian, American-Russian Institute, 1943—; Middlebury Russian Summer School, 1946.

ARON S. PRESSMAN

Graduate of Gimnaziya and Conservatory of Music, Tiflis. Further study at University of Leningrad. Special training in Language Methodology and Phonetics. Taught diction to Russian singers, including operatic artists. Chairman, Russian Division, A.S.T.P., City College, New York; Instructor in Russian, American-Russian Institute, 1943—; Middlebury Russian Summer School, 1946.

Made records in Russian for U. S. Armed Forces Institute. Editor of *Russian Learn-A-Lingo.*

MARYA ANDREYEVNA TOLSTOY

Pre-collegiate education in Russia. Graduated Charles University, Prague, 1933; Degree of First Class in Slavonic Literature and Philology, University of Prague, 1939.

Lecturer on Russian subjects in colleges and universities in eastern and central United States, 1940–1942; Instructor in Russian, Cornell University, 1942; Instructor in Russian, A.S.T.P., City College, New York, 1943–1944; Editor, U.S. War Dept. language publications, 1944–1945; Instructor in Russian, City College, New York, 1944—; Middlebury Russian Summer School, 1945—.

Member, American Ass'n. of Teachers of Slavonic and East European Languages; secretary-general and assistant publisher of Ass'n. of Russian Writers, New York.

Contributor of poetry, short stories and articles on social, educational and literary topics to various Russian and Czechoslovak periodicals and newspapers.

Auxiliary Personnel

Margaret L. Fayer, A.B., B.S., Aide to the Director
Vera Lvovna Perlova, Gimnazia diploma, Secretary to the Director

COURSES OF STUDY

Survey courses are intended as a basis for more specialized courses to be offered in succeeding sessions. The research course will afford immediate opportunity for concentrated study on a subject of major interest to the student. With the exception of certain basic courses, which are offered every summer, the program changes yearly, giving the student an opportunity to cover thoroughly, in a period of four years, the fundamental phases of Russian thought and letters.

I. Language

A. BEGINNERS' COURSE.

The fundamentals of Russian grammar; drill in correct pronunciation; dictation; conversation; reading.

This course is open only to students in the other Middlebury Schools who wish to

begin the study of Russian. *It is not open to members of the Russian School and does not carry graduate credit.* (See page 6).

Daily at 2:00. MRS. FEODOROVA-PRESSMAN.

1. GRAMMAR AND VOCABULARY REVIEW.

Thorough and systematic review of Russian grammar and basic vocabulary. Reading of the simple prose and poetry. Intended for students whose background in Russian is insufficient to enable them to carry a full load on the graduate level.

This course does not count toward the M.A. degree.

Daily at 11:00. MRS. FEODOROVA-PRESSMAN.

11. INTERMEDIATE GRAMMAR AND COMPOSITION.

A systematic review of Russian grammar. Compositions of gradually increasing difficulty. Study of synonyms, idioms and dictation.

Daily at 9:00. MISS TOLSTOY.

12. INTERMEDIATE CONVERSATION AND ORAL PRACTICE.

Daily training in current Russian designed to provide the student with assurance in self-expression and a basic active vocabulary. Oral reports on assigned topics and class discussions.

Daily at 10:00. MR. PRESSMAN.

21. ADVANCED COMPOSITION.

This course is designed for students with a good grammatical foundation, but lacking certainty in direct application of their knowledge. Particular attention will be given to idiomatic usage and shades of meaning. The method will consist of translations, original compositions, and class discussions.

Daily at 9:00. MRS. LANG.

22. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice and self-expression. Prepared discussion on assigned topics with definite vocabulary preparation; short debates; oral reports; oral criticisms of books or articles. Intended primarily to develop self-confidence in expressing ideas in Russian.

Daily at 8:00. MR. PRESSMAN.

II. Literature

30. (LITERARY MASTERS OF THE NINETEENTH CENTURY).

Omitted in 1946.

31. CONTEMPORARY RUSSIAN LITERATURE.

Special attention will be given to the literary trends resulting from the Revolution of 1917. An effort will be made to show the indebtedness of Soviet writers to the great 19th century masters. Lectures, oral and written reports, class discussions.

Daily at 11:00. MISS TOLSTOY.

32. SURVEY OF RUSSIAN LITERATURE TO 1800.

An introduction to the literature of Russia from earliest times to Pushkin, with special emphasis on such early masterpieces as *Slovo o Polku Igoreve* and the *Byliny*. Most

of the time, however, will be devoted to 18th century authors. Illustrative examples only in old Russian will be used. Lectures, readings, and reports will require only the knowledge of modern Russian. Ample opportunity will be provided for class discussions.

Daily at 10:00. MRS. LANG.

III. Civilization

40. POLITICAL AND SOCIAL HISTORY OF RUSSIA TO 1917.

A survey of Russian political and social development from the earliest times to the end of tsarism, with special emphasis on the Petersburg period.

Daily at 8:00. MR. FAYER.

41. (CONTEMPORARY RUSSIA).

Omitted in 1946.

* * * * *

50. RESEARCH.

All students, especially degree candidates, who are working on a problem of research in any of the above divisions, are invited to profit by the individual guidance offered by the School staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered, and students are urged to take advantage of it.

MR. FAYER,
with the collaboration of members of the staff.

. . . Campus Scene . . .

Russian School, 1945

First Row: Miss Solfronk, Mrs. Davis, Miss Carmen, Mrs. Fuller, Mrs. Bluzat, Miss Stosly, Prof. Tolstoy, Mr. Harkins, Miss Levinson, Mr. Riedman, Miss Cheifitz, Miss Barhash.

Second Row: Mr. Saxe, Mr. Dietz, Miss Lobel, Mrs. McDonald, Miss Conron, Miss Saikowski, Mrs. Fayer, Miss Ramond, Mrs. Hyde, Miss Brown, Miss Perlow, Mrs. Loomis.

Standing: Mr. Jenkins, Col. Hoffman, Mr. Delano, Mrs. Delano, Mr. Tiller, Mr. Haimson, Miss Weirich, Miss Landstreet, Dr. Davis, Miss Graves, Mrs. McNeel, Mr. Kahler, Prof. Mihailoff-Shelly, Prof. Fayer, Miss Lechner, Maj. Espinosa, Miss Claus, Mr. Lacques, Miss Jonas, Prof. Brenner, Mrs. Shulman.

LIFE IN THE SCHOOL

Use of Russian To qualify for admission, students must be able and willing to speak only Russian during the entire session. At the opening of the School each student will be required to pledge his word of honor to observe the Middlebury rule of "no English." Although it is the duty of the faculty to enforce this rule at all times, their sympathetic encouragement to use the language freely will, in a short time, make it appear as the only language natural in the congenial, friendly Russian atmosphere.

Living Accommodations The Russian School is fortunate in having Hillcrest Cottage for women students and Chi Psi Lodge for men. The latter building will again serve as the Russky Dom. Students in the School will eat together in small groups in the Russian dining hall in Recitation Hall; each table presided over by a member of the faculty. A system of rotation at meals provides opportunity for becoming better acquainted with each other and the faculty.

Activities The schedule of classes is arranged to leave the afternoons free for study and recreation. Picnics, excursions to nearby lakes and mountains, social afternoons around the samovar, "vecherinki" with musical and dramatic entertainments, lectures by instructors and visiting lecturers, informal singing and dancing, will provide ample recreational activity. Members of the Russian School are cordially invited to attend the entertainments offered by the French School.

Credits All courses offer two graduate credits with the exception of course No. 1 which offers credit toward the A.B. degree. See also page 6 for further statement regarding credits.

GENERAL INFORMATION

Arrival Students arriving on the 3:49 p. m. train on Friday, Saturday, or Sunday (June 28, 29, 30) will be met at the station by a representative of the Russian School. Those arriving on other trains or by bus should advise the Director in advance if they wish to be met. Students may register on Friday and Saturday, and should do so as soon as possible after arriving. Classes will begin Monday, July 1 at 8:00 a. m. (See also page 9). The first meal will be served at noon on Friday, June 28.

Admission Students may enter without examination and without being candidates for degrees. No student, however, will be admitted unless he can satisfy the Director of his ability to profit by the instruction offered. In the students' own interest, an effort will be made to place them in classes best suited to them.

Fees For complete information regarding fees, rules governing auditors and special registration, reservations, etc., see pages 10 and 11.

Self-Help Students may assist in defraying their expenses by waiting on table in the Russian dining hall, or by otherwise assisting the Director. These assistants must be students of the School, enrolled for advanced courses. The remuneration for waiting on table is board. Those interested should apply to the Director.

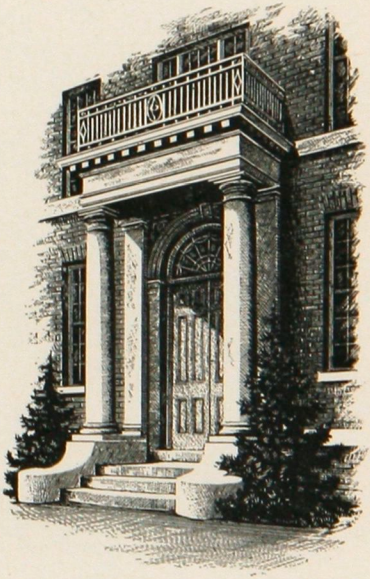
Scholarships A limited number of scholarships is available to qualified students. Only students who would be unable to attend without such financial assistance are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15.

Books Textbooks used in the courses in Russian and published in this country may be purchased at the College Bookstore on the ground floor of Munroe Hall. Other books, owned by the College Library or the Russian School, will be placed at the students' disposal.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the School should be addressed to Dr. Mischa H. Fayer, Director of the Russian School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to the Secretary of the Language Schools, Middlebury College.

Вокруг самовара

Escuela Española



THE SPANISH SCHOOL

AFTER THREE SESSIONS on the mountain campus at Bread Loaf, the Spanish School returns to the lower campus in the village of Middlebury for its 1946 session. Directed by Juan A. Centeno of Middlebury College, the School aims to serve as a center of orientation and formation for teachers and students of Spanish.

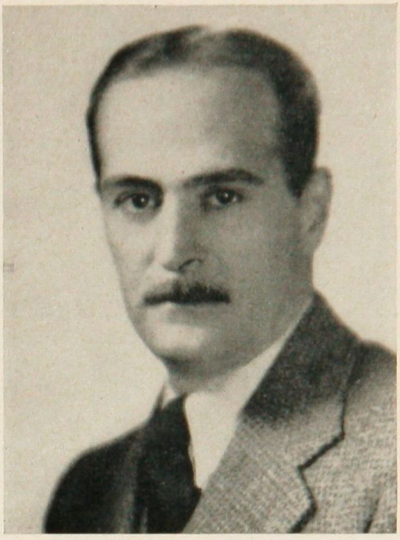
In collaboration with the Division of Cultural Relations of the Department of State, Professor Antonio Castro Leal of the University of Mexico has been appointed Visiting Professor from Spanish America. In addition to a course in literature, he will be in charge of a group of lectures.

Professor Pedro Salinas of Johns Hopkins University, at present visiting professor at the University of Puerto Rico, returns to offer courses in Spanish literature. Professor Raimundo Lazo of the University of Havana, a former member of the School, will give a special course in Spanish American literature in addition to his course on the history of the Spanish language. Professor Joaquín Casalduero will offer a new course on Cervantes.

Three different lecture series will be presented this summer—one by Professor Ramón Iglesia, in addition to his course on the discovery of America; a second by Señora Rosario Novoa de Lazo, associate professor of history of art at the University of Havana, will consider Spanish American architecture, sculpture, and painting; the third will be devoted to problems of contemporary Spanish America and will be conducted by Professor Sergio Bagú.

Outdoor Seminar

THE SPANISH SCHOOL STAFF



JUAN A. CENTENO, *Director.*

A.B., Instituto de San Isidro, Madrid, 1920; M.D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor of Spanish, University of Oregon, 1928–29; Instructor of Spanish, University of Syracuse, 1929–30; Instructor of Spanish, Middlebury Spanish School, 1929–31; Associate Professor of Spanish, Middlebury College, 1931–32; Professor of Spanish, Middlebury College, 1933—; Director of the Middlebury Spanish School since 1935.

GUSTAVO AGRAIT.

A.B., University of Puerto Rico, 1932; B.Ll., University of Puerto Rico, 1933; A.M., University of Puerto Rico, 1939; Assistant in Spanish, University of Puerto Rico, 1933–36; Instructor, University of Puerto Rico, 1936–41; Assistant Professor, University of Puerto Rico, 1941–43; Professor of Puerto Rico, 1943—; Assistant to the Rector, University of Puerto Rico, 1943—; Middlebury Spanish School, 1946.

Author of *El beatus ille en la poesía lírica de los siglos XVI y XVII* and frequent contributor to the literary reviews of Puerto Rico.

JOSÉ M. ARCE

A.B., Columbia University, 1922; A.M., 1923. Postgraduate work at the Universidad de Madrid and Centro de Estudios Históricos, 1923–24, 1925–26; Université de Dijon, summer of 1924; R. Istituto Superiore di Magistero, Venice, fall of 1924; Columbia University Extension, winter term, 1928; Instructor in Spanish, Hunter College, winter term, 1928; Instructor in Spanish, Dartmouth College, 1928–29; Columbia University Summer Session, 1929; Assistant Professor of Spanish, Dartmouth College, 1929–41; Professor of Spanish, 1941—; Duke University, Institute of Hispanic Studies, summer of 1943; Middlebury Spanish School, 1939–42, 1946.

Contributor to *Revista de Estudios Hispánicos, Boletín del Instituto de las Españas, Revista Hispánica Moderna, The Hispanic American Historical Review,* and *Repertorio Americano.* Editor of the first volume of the *Biblioteca de autores costarricenses; Cuentos de Manuel González Zeledón;* Universidad de Costa Rica, 1945.

MAGDA ARCE

A.M., Columbia University, 1939; Profesora de Estado, University of Chile, 1940; Rockefeller Foundation Fellowship, 1939–40. Assistant in Spanish, University of California, 1936–37; Barnard College, 1937–38; Instructor, University of Chile

Summer School, 1941–42–43; Lecturer, University of Concepción, 1942; Instructor of Spanish, Stephens College, 1943–44; Mills College, summers 1944, 1945; Ohio State University, 1944–45; University of Pennsylvania, 1945–46; Middlebury Spanish School, 1946.

Author of: *Mariano Latorre, novelista chileno contemporáneo*, 1944; also articles in the most important Spanish American reviews.

SERGIO BAGÚ

A.M., University of Buenos Aires; Lecturer, Universities of Buenos Aires and La Plata, 1936–42; Lecturer, University of La Plata, Extension Division; Member of the Commission to study postwar social problems, University of La Plata, 1943; Guest of the U.S. Department of State, 1943; Visiting Professor, University of Illinois, 1945; Visiting Lecturer, Middlebury College, 1945–46; Middlebury Spanish School 1944–45–46.

Has lectured extensively in Argentina and the United States—Writers' Congress, University of California; New England Institute of International Relations, Wellesley College; Columbia University, etc.

Author of: *Vida ejemplar de José Ingenieros, La revolución argentina de 1810, Mariano Moreno, Hombres en el camino, Estudio de la clase media argentina.* Compiler and critic of the works of *Almafuerte.*

Contributor to *Nosotros, Nueva Gaceta*, and many other Argentine periodicals.

ZELMIRA BIAGGI-PINEDO

A.M., Columbia University, 1935; Instructor of Spanish, Connecticut College for Women, 1928–42; Assistant Professor, 1942—; Visiting Professor, Highlands University of Las Vegas, summer, 1941; Middlebury Spanish School, 1945, 1946.

CONCHA BRETÓN

Colegio Internacional, Barcelona; A.B., Instituto General y Técnico, Barcelona; A.M., Middlebury College; Instructor, Colegio Internacional, Barcelona, 1921–23; Instructor, Wellesley College, 1924–25; Instructor, National Park Seminary, 1925–26; Middlebury Spanish School, 1926; Penn Hall Junior College, 1926–42; Wellesley College, 1942–44; Wheaton College, 1944—; Middlebury Spanish School, 1940—.

BRUNILDA CARTES

Graduate, University of Chile; Diploma in Music, National Conservatory of the University of Chile; Teacher of Music, Liceo Manuel de Salas, Santiago de Chile; Assistant in Spanish, Oberlin College, 1944–45; Northwestern University, 1945–46; Middlebury Spanish School, 1946.

JOAQUIN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925–27; University of Marburg, 1927–29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931–38; Associate Professor, Smith College, 1938–44; Visiting Associate Professor, Mount Holyoke College, 1941; Visiting Professor, University of Wisconsin, 1942–43; Professor, Smith College, 1944—; Guggenheim Fellowship, 1944–45; Middlebury Spanish School, 1932–33, 1935—.

Author of: *Contribución al estudio del tema de Don Juan en el teatro español*, 1938; *Vida y obra de Galdós*, 1943; *Sentido y forma de las Novelas Ejemplares*, 1943; *Jorge Guillén: Cántico I y II.*

Also articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes, and Bécquer published in *Die Neueren Sprachen, Revista Síntesis, Bulletin Hispanique, Revista de Filología Española, Cruz y Raya, P.M.L.A., Universidad de Antioquía, Essays in Honor of President William Allan Neilson*, and *Revista de Filología Hispánica.*

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.B., University of Illinois, 1919; A.M., University of Wisconsin, 1926. In 1917 commissioned by the Chilean government to study the teaching of Modern Languages in the United States. Assistant, University of Illinois, 1919–21; Instructor, Grinnell College, 1921–23; Assistant Professor, 1923–36; University of Wisconsin, summer 1926; Boston, State Department of Education, 1936–40; Spanish Department, Cedar Crest College, 1940–43; Connecticut College for Women, 1943—; Middlebury Spanish School, 1940—.

JOSÉ DEL PINO.

A.B., Instituto de San Isidro, Madrid, 1919; Licenciado en Derecho, University of Zaragoza, 1926; Graduate in Social Sciences, Madrid, 1930; Editor of the review *Vida*, 1925–36; Instructor of Spanish, Juventudes Escolares Españolas, 1940–43; Centro Cultural Español de Queens, 1941–42; Assistant Professor of Spanish, Amherst College, 1943–44; Instructor of Spanish, Columbia University Extension, 1945–46; Middlebury Spanish School, 1944—.

Author of articles in *El Liberal, Los Comentarios*, etc.

MARIA DIEZ DE OÑATE.

Licenciada en Filosofía y Letras, University of Madrid. Diploma in Piano, Conservatory of Madrid. Instructor of Spanish, Middlebury College, 1920–22; Instructor, Vassar College, 1922–24; in charge of classes of Spanish Language and Literature for Foreign Students, Residencia de Señoritas, Madrid, 1924–26; Assistant Professor, Vassar College, 1926–27; Professor at the Instituto de Segunda Enseñanza, Salamanca, 1931–36; Instructor, Bennington College, 1937; Instructor, Pine Manor Junior College, 1937–42; Instructor, New Jersey College for Women, 1942—; Middlebury Spanish School, 1942—.

Author of: *Cancionero Español.*

JOSÉ A. ENCINAS.

University of San Marcos, 1935–37; A.B., Carleton College, 1939; Princeton University Scholar, 1939–40; Telluride Association Fellow, Cornell University, 1940–41; Graduate Assistant in Spanish, University of Wyoming, summer 1941; Harvard University, 1941–43; Member of the First Inter-American Conference on Philosophy, Yale University, May 1943; Instructor in Spanish, Simmons College, 1943–44; Smith College, 1944–45; Simmons College, 1945—; Middlebury Spanish School, 1945, 1946.

XAVIER A. FERNÁNDEZ.

S.T.D., Gregorian University, Rome, 1927; J.C.L., Catholic University of America, 1928; Ph.D., Columbia University, 1941; Spanish Civilian Instructor, U.S.

Military Academy, 1936–40; Instructor of Romance Languages, College of the City of New York, 1940–42; Spanish and Portuguese Civilian Instructor, U.S. Military Academy, 1942–43; Summer Session, Columbia University, 1941, 1942; Professor and Chairman, Department of Romance Languages, Skidmore College, 1943—; Middlebury Spanish School, 1943, 1945, 1946.

Author of: *Fray Diego de Estella.* Also articles in *Bulletin For Advancement of Romance Philology, Romanic Review,* etc.

EUGENIO FLORIT.

Doctor en Derecho Civil, University of Havana, 1926; Department of State, Republic of Cuba, 1927—; Cuban Consulate, New York City, 1940—; Instructor of Spanish, Columbia University, 1941–45; Barnard College, 1945—; Middlebury Spanish School, 1944, 1946.

Author of: 32 *Poemas Breves,* 1927; *Trópico,* 1930; *Doble Acento,* 1937; *Reino,* 1938; *Cuatro Poemas,* 1940; *Poema mío* (collected poems), 1946.

ISABEL GARCIA-LORCA.

A.B., Instituto Nacional, Granada, 1929; Licenciada en Filosofía y Letras, University of Madrid, 1934; Assistant, Instituto-Escuela, Madrid, 1934–36; Instructor of Spanish, New Jersey College for Women, 1939–42; Instructor of Spanish, Hunter College, 1942—; Middlebury Spanish School, 1942—.

CECILIA INGENIEROS.

Graduate of the Conservatorio Nacional de Música y Arte Escénico, Buenos Aires, 1940; teacher of dance, elementary division, Otto Werberg School, 1940–43; teacher of dance, advanced division, Otto Werberg School, 1941–43; teacher of ballet and modern dance, Instituto de Cultura Física Moreno, 1942–44; assistant to Miriam Winslow, 1945; soloist of the Ballet Theatre of Buenos Aires, 1944–45.

Has given dance recitals in Argentina, Brazil and Chile.

RAMÓN IGLESIA.

Doctor en Historia, University of Madrid, 1925; Member of the Centro de Estudios Históricos of Madrid and Instructor in Courses for Foreign Students of that institution; Lecturer, University of Göteborg, 1928; Lectured in diverse cities of Sweden, Norway, Denmark, and also University of Berlin, 1929; in charge of the Spanish American section of the Centro de Estudios Históricos, 1930–36; voluntary member of the Spanish Republican Army, 1936–39; Professor of Historiography, El Colegio de México, 1939—; Professor, University of California, 1941–42; Guggenheim Fellowship, 1944–45, 1945–46; Visiting Professor, University of Illinois, 1945–46; Visiting Professor, University of Wisconsin, 1946; Middlebury Spanish School, 1946.

Author of: *Baraja de crónicas castellanas del siglo XIV,* 1940; *Gutierre Díez de Games, El Victorial,* 1940; *Cronistas e historiadores de la conquista de México, el ciclo de Hernán Cortés,* 1942; critical edition of *Bernal Díaz del Castillo, Historia verdadera de la conquista de la Nueva España,* 1943; *El hombre Colón y otros ensayos,* 1944; *Estudios de historiografía de la Nueva España,* 1945. Has translated many historical works from English and German. Frequent contributor to most important historical reviews.

HEBERTO LACAYO.

A.B., Instituto Nacional de Oriente, Nicaragua, 1922; A.M., University of Southern

California, 1930; Doctor en Letras, Universidad Nacional, Nicaragua, 1936; Instructor of Spanish, University of Southern California, 1927–30; Instructor of Spanish, Syracuse University, 1931–35, 1936–41; Associate Professor and Chairman of the Spanish Department, Russell Sage College, 1941—; Middlebury Spanish School, 1946.

Contributor to *Los Domingos* and *Faces y Facetas*, Managua, Nicaragua.

RAIMUNDO LAZO.

Doctor en Filosofía y Letras, University of Havana; Doctor en Derecho Civil, University of Havana; Professor of Spanish language and Spanish American literature, University of Havana; has been a Visiting Professor at the University of New Mexico and at Columbia University; Visiting Professor, Duke University, summer of 1944; Middlebury Spanish School, 1942, 1946.

Vice-President of the International Institute of Ibero-american Literature and co-editor of its official publication; member of the Cuban National Council of Education and Culture.

Frequent contributor to the most important Spanish American reviews.

ANTONIO CASTRO LEAL, *Visiting Professor from Spanish America.*

Secretary to the Rector, University of Mexico, 1920; first secretary of the Mexican legation, Chile, 1920–23; first secretary of the Mexican Embassy, United States, 1925; *chargé d'affaires ad interim* in the United States at various times; Rector of the University of Mexico, 1928–29; Professor of International Law, University of Mexico, 1929; diplomatic counselor in France, 1929; Official Mexican Observer to the League of Nations, 1930–31; diplomatic counselor in Great Britain, 1931; Counselor of the Mexican Embassy, Spain, 1931; Professor of Spanish literature, National Preparatory School of Mexico; Professor of Mexican and Spanish American literature, Mexican National School of Higher Studies; Visiting Professor, Middlebury Spanish School, 1946.

Author of *Juan Ruiz de Alarcón, su vida y su obra*, 1943; editor of *Poesías completas de Díaz Mirón*, 1941; *Poesías de Francisco de Terrazas*, 1941; works of Alfonso Reyes, José Vasconcelos, etc.; General editor of *Colección de Escritores Mexicanos*; translator of George Bernard Shaw, Shelley, etc. Frequent contributor to the most important Spanish American literary reviews.

RAMÓN MARTÍNEZ LÓPEZ.

A.B., Instituto de Lugo, 1923; Licenciado en Derecho, University of Santiago de Compostela, 1928; Licenciado en Filosofía y Letras, University de Santiago, 1929; Professor at the Instituto de Lugo, 1931–33; Professor at the Instituto Español of Lisboa, 1933–36; Visiting Professor, University of Lisboa, 1934–35; Doctor en Filosofía y Letras, University of Madrid, 1936; Lecturer, University of Argel, 1937; Associate Professor, University of Texas, 1940—; Visiting Professor, University of Wisconsin, 1940–41; Middlebury Spanish School, 1946.

Author of: *Las fuentes históricas portuguesas en el teatro de Lope de Vega*, 1936; *Portugal a través del teatro de Tirso de Molina*, 1933; *Alvarez de Villasandino, poeta em galego no Cancioneiro de Baena*, 1940.

PEDRO SALINAS.

Licenciado en Filosofía y Letras, University of Madrid, 1913; Doctor en Filosofía y Letras, University of Madrid, 1916; Litt.D., Middlebury College, 1937; Lector of

Spanish Literature, University of Paris (Faculté des Lettres) 1914–17; Professor of Spanish Language and Literature, University of Seville, 1918–30; Lector of Spanish, University of Cambridge, 1922–23; Director of the Course for Foreign Students, Centro de Estudios Históricos, Madrid, 1928–31; Director of the Contemporary Literature Division, Centro de Estudios Históricos, Madrid, 1932–36; Professor of Spanish Language for Foreign Students, Central School of Languages, Madrid, 1930–36; Professor of Spanish Language and Literature, University of Madrid, 1931–36; General Secretary of the International Summer University of Santander, 1933–36; Delivered the Turnbull Poetry Lectures, 1936; Special Lecturer in Spanish, Johns Hopkins University, 1937–38; Visiting Professor, Wellesley College, 1936–39; Visiting Professor, Middlebury Spanish School, 1937, 1938; Professor of Spanish, Johns Hopkins University, 1940—; Visiting Professor, University of Puerto Rico, 1944–46; Middlebury Spanish School, 1942, 1943, 1946.

Guest lecturer at the most important European and North American universities.

Author of: *Presagios; Poema de Mío Cid* (in modern verse); *Víspera del gozo; Seguro Azar; Fábula y Signo; Meléndez Valdés* (edited with critical study); *La voz a tí debida; Razón de amor; Lost Angel* and other poems. *Truth of Two* (English versions by Eleanor L. Turnbull); *Reality and the Poet in Spanish Poetry; Literatura Española, Siglo XX; En busca de Juana de Asbaje; Poesía Junta.*

Frequent contributor to the principal Spanish literary reviews since 1915; *España, La Pluma, Índice, Revista de Occidente* etc. Director of *Índice de Literatura Contemporánea* published by the Centro de Estudios Históricos. Advisory Editor of *Modern Language Notes.*

SOLEDAD SALINAS.

Escuela Internacional Española, 1932–36; Dana Hall, 1937–38; A.B., Wellesley College, 1942; A.M., University of Puerto Rico, 1945; Instructor of Spanish, Vassar College, 1942–43, 1945–46; Middlebury Spanish School, 1943, 1946.

ANTONIO SÁNCHEZ BARBUDO.

Lecturer, Pedagogical Missions of the Ministry of Public Instruction of Spain, 1931–36; Instructor, Escuela Helen H. Hall, Mexico, 1939–45; Professor, National University of Mexico, summers of 1944, 1945; Instructor of Spanish, University of Texas, 1945—; Middlebury Spanish School, 1946.

Author of: *Entre dos fuegos*, 1938; *Una Pregunta Sobre España*, 1945. Co-editor of *Hora de España, Romance, Taller, El Hijo Pródigo*, and frequent contributor to other Spanish and Spanish American literary reviews.

LEONARDO SANTAMARINA.

Graduate, Normal School of Santiago de Compostela, 1931; University of Madrid, 1934–36; Licenciado en Filosofía y Letras, University of Havana, 1944; Instructor, National Schools of Lugo, 1931–34; Instructor, National Schools of Madrid, 1936; Instructor of Spanish, New Jersey College for Women, 1945—; Middlebury Spanish School, 1946.

MARTA VERGARA-CHAMUDES.

Instituto Pedagógico, Santiago de Chile, 1923–26; studied at the Sorbonne, 1928–29; European correspondent for *El Mercurio* (Chile), 1927–33; Official Chilean

Spanish School Staff 1945

First Row:—Sr. Dinamarca, Srta. Henríquez-Urena, Sr. Paz, Sra. de Navarro, Sr. Navarro, Sra. de Casalduero, Sr. de los Ríos, Sr. Centeno, Sra. de Centeno, Sr. Casalduero, Sra de Guillén, Sr. Guillén, Sr. Bagú.

Second Row:—Sr. Encinas, Sr. Spivak, Sra. de Spivak, Sr. del Pino, Sra. de C Chamudes, Sr. Fernandez, Srta. Biaggi, Srta. Bretón, Srta. Curtis-Guajardo, Srta. Díez de Oñate, Srta. Romero, Sr. Ortiz, Sra. de Bagú.

Third Row:—Srta. Hall, Srta. Root, Srta. Pizzimenti, Sra. de Conde, Srta. Prados, Srta. Zulueta, Srta. Prados, Srta. García-Lorca, Srta. Frías, Srta. Alcocer, Srta. Córdova, Sra. de Marin.

delegate to the League of Nations, 1932–33; Official Chilean delegate to Inter-American Women's League, 1939–45; Teaching Fellowship, Middlebury College, 1942–43; Instructor of Spanish, Sophie Newcomb College, Tulane University, 1943—; Technical Assistant, Inter-American Commission of Women, 1945–46. Middlebury Spanish School, 1943, 1945, 1946.

Author of articles published in *La Hora*, *La Nación*, *Atenea*, etc.

THE COURSES OF STUDY

The courses of the Middlebury Spanish School are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover thoroughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

I. LANGUAGE

A. BEGINNERS' COURSE.

The fundamentals of Spanish grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course will be open only to students in the other Middlebury schools who wish to begin the study of Spanish. *It is not open to members of the Spanish School, and will not count for graduate credit.* (See page 6).

Hours to be arranged.

B. REVIEW GRAMMAR.

A thorough and systematic review of Spanish grammar, syntax, and basic vocabulary; constant oral and written practice. This course is intended for students who have only an incomplete mastery of the language and who would be incapable of the intensive work required in Course 2.

This course does not count toward the M.A. degree.

Daily at 8:00 and 9:00. SRTA. DÍEZ DE O˜ATE.

C. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who are unaccustomed to hearing or speaking Spanish although they may have an extensive "passive" vocabulary. The class work, by use and repetition of a simple and practical vocabulary based on texts of general interest tends to create in the student the habit of expressing his ideas directly in the foreign language.

This course does not count toward the M.A. degree.

Daily at 8:00, 9:00, 10:00, 11:00, and 12:00. SRTAS. ARCE, GARCÍA-LORCA, SALINAS, SRA. DE CHAMUDES.

D. TRAINING IN PRONUNCIATION.

In the classes of this course, which will be divided into small sections, each student will practice daily exercises in pronunciation under the personal direction of the teacher. This is essentially a practical course, designed for students who have had little opportunity for oral practice.

This course does not count toward the M.A. degree.

Daily at 8:00, 9:00, 11:00, and 12:00. Sr. Santamarina, Sr. Martínez López, Sr. Agrait.

E. READING AND VOCABULARY.

This course has the purpose of developing vocabulary and facility in reading and, at the same time, to give students an appreciation of literary style. Practice in reading aloud, literary analysis, and oral reports.

This course does not count toward the M.A. degree.

Daily at 10:00. Sr. Agrait.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

The work of this course is designed to help the student in the process of gaining a better command of the language by exacting the use of a varied vocabulary and at the same time accuracy and preciseness of expression. The class work combines (1) conversational topics based on selected subjects with (2) a study of words, their shades of meaning and idiomatic uses, based on essays and short stories by contemporary writers.

Daily at 8:00, 9:00, 10:00, 11:00, and 12:00. Srta. Bretón, Sr. del Pino, Sr. Encinas.

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles.

Daily at 8:00, 9:00, 10:00, and 11:00. Srtas. Curtis-Guajardo, Biaggi.

3. ADVANCED COMPOSITION.

This course aims to help students gain assurance in writing correct Spanish and it is designed for those who, having good grammatical foundation, lack certainty in the direct application of that knowledge. A number of the most difficult syntactical points will be studied and particular attention will be given to translations from English into Spanish and a thorough discussion of these translations.

Daily at 11:00, and 12:00. Sr. Lacayo.

4. PHONETICS AND INTONATION.

Theoretical lessons in phonetics and intonation will be combined with practical exercises. The purpose of this course is to give students a fundamental and scientific basis for use in teaching as well as to improve their own pronunciation.

Daily at 9:00, and 10:00. Sr. Fernández.

5. ORAL COMPOSITION.

This course aims to develop self-assurance in the use of Spanish as a natural way of expression and is intended for students already fluent in oral Spanish. It will stress accuracy and propriety of speech rather than vocabulary. Debates, round-table discussions, literary criticisms, and short lectures by the students.

Daily at 10:00, and 12:00. Sr. Martínez López.
Sr. Sánchez Barbudo.

7. STYLISTICS.

Practical guidance in acquiring a finer precision in expression. Model passages by modern authors in English and in Spanish translation will provide exercises in stylistics and will be thoroughly analyzed for nicety and accuracy in rendering. These lessons will go hand in hand with their application to guided composition.

Daily at 11:00. Sr. Arce.

8. HISTORY OF THE SPANISH LANGUAGE.

The first part of this course will be devoted to the appearance of Castilian and the evolution and development of the language. The second part will study particularly the Spanish language in America. This course will constitute a summary of essential facts for a basic comprehension of the problems of the Spanish language.

Daily at 8:00. Sr. Lazo

II. METHODS

10. METHODS OF TEACHING SPANISH.

A consideration of the more common problems confronting the teacher of Spanish in his classroom work. By means of lectures, reports, and discussions of concrete questions an appraisal is made of objectives, content, and methods in the organization of courses. Present trends in textbooks and materials are studied. Syntactical difficulties, vocabulary building, idioms, aids and devices, cultural values, the preparation of examinations, outside reading, and other points will be treated. An essential bibliography for each particular phase of the subject will be reviewed.

Daily at 10:00. Sr. Arce.

III. LITERATURE AND CIVILIZATION

12. INTRODUCTION TO SPAIN.

This course will be developed along the following lines: An exposition and characterization of fundamental Spanish traits; their reflection in history, social life, art, and literature; and an interpretation of Spanish values in the world of today.

Daily at 11:00. Sr. Sánchez Barbudo.

14. CONTEMPORARY HISPANIC AMERICA.

Following a brief historical introduction, this course will present the most significant aspects of Hispanic America in the different countries, and as a unity, in the economic, social, and political fields. The purpose of this course is to enable students to acquire in an organized manner the essential foundation necessary for a comprehension of present day Hispanic America.

Daily at 8:00. Sr. Bagú.

15. CULTURAL DEVELOPMENT OF SPANISH AMERICA.

A study of the outstanding cultural and ideological achievements during the 19th and 20th centuries, preceeded by a brief historical introduction of the factors that in time contributed to shape Spanish American civilization. Discussion of representative authors and trends, and a concluding survey of contemporary cultural life.

Daily at 9:00. Sr. Encinas.

17. THE DISCOVERY OF AMERICA IN THE HISTORY OF WESTERN CULTURE.

First impressions of the new world—America in the letters of Columbus and Cortés; the chroniclers of Mexico and Peru; the religious historians and the spiritual interpretation of the conquest; America versus Europe; the Americanism of the XVIIIth century writers.

Daily at 10:00. Sr. Iglesia.

20. THE DEVELOPMENT OF SPANISH LITERATURE.

This course will give the student a clear and complete view of Spanish literature rather than a list of names and dates. Its aim is to distinguish and classify the principal directions of Spanish literature from its origins to our time.

Daily at 10:00. Sr. Florit.

21. LYRIC POETRY OF THE 16TH AND 17TH CENTURIES.

The purpose of this course is to give the student a complete vision of the poetical world of the renaissance and the baroque periods. A study of the personality and significance of the most representative poets—Boscán, Garcilaso de la Vega, Fray Luis de León, Herrera, Lope de Vega, Góngora and Quevedo—of both periods.

Daily at 9:00. Sr. Casalduero.

31. SPANISH AMERICAN LITERATURE.

A general survey of Spanish American literature from its origins to contemporary times. Lectures, commentaries, and discussions of the most representative works.

Daily at 11:00. Sr. Florit.

33. CONTEMPORARY SPANISH AMERICAN LITERATURE.

A survey of the trends and developments in the literary expression of present day Spanish America. Attention will be devoted to the various genders, the social and historical influences and the salient characteristics of the literature as a whole. The course will include a broad analysis of what Spanish American literature means today and its tendencies rather than a detailed country-by-country account of literary figures and their works.

Daily at 10:00. Sr. Castro Leal.

34. THE INDIGENOUS THEME IN SPANISH AMERICAN LITERATURE.

After a general introduction to the ancient cultures and their literary works, this course will study the manifestations and interpretations of the indigenous theme in modern and contemporary literature.

Daily at 9:00. Sr. Lazo.

41. CERVANTES: *NOVELAS EJEMPLARES* AND *PERSILES*.

In this course the Novelas Ejemplares and the Persiles, with special attention to the latter, will be the object of a detailed analysis. It will lead particularly to a better appreciation of Cervantes as an artist, his sense of life and its literary expression, and in general to a more systematic comprehension of the world of the 17th century.

Daily at 8:00. Sr. Casalduero.

42. THE GENERATION OF 1898 AND MODERNISM.

This course will study the great authors of the 20th century, belonging to either the generation of 1898 or to the modernists, who give new direction to Spanish thought and literary expression—Unamuno, Azorín, and Ortega y Gasset in the essay and literature of ideas; Baroja, Valle Inclán, and Miró in the novel; Antonio Machado and Juan Ramón Jiménez in poetry.

Daily at 12:00. Sr. Salinas.

43. MAN AND WORLD IN CLASSICAL SPANISH LITERATURE.

The great works of the literature of the renaissance, the classical, and baroque periods in poetry, theatre, and prose will be the basis for an appreciation of the human attitudes expressed in the literary creations of the 16th and 17th centuries: the pastoral, the mystic, the picaresque, and the chivalrous.

Daily at 11:00. Sr. Salinas.

SPANISH AMERICAN LECTURES.

This lecture course is intended to give students a panorama of the basic characteristics of present-day Spanish America. It will have a practical objective and integral character—information and orientation—and will provide students with the best bibliographical sources on the subject. No academic credit is allowed for this course.

Hours to be arranged. Sr. Bagú.

SPANISH CLUB ACTIVITIES.

With the thesis that the Spanish Club should aspire to furnish more than an opportunity to speak the language, that it should complement the daily classroom work of the teacher by giving a cultural appreciation of Spanish-speaking peoples, a series of programs for Club Work will be presented. These informal meetings will also provide an opportunity for teachers to exchange opinions and suggestions. No academic credit is allowed for this course.

Tuesday and Thursday at 3:30. Sra. de Chamudes.

FOLK SONGS AND DANCES.

Songs and dances from Spain and Spanish America will be taught and interpreted in this course. This folk material should prove useful in the extra-curricular activities of secondary school teaching. No academic credit is allowed for this course.

Monday, Wednesday and Friday at 3:30. Srtas. Cartes, Ingenieros.

Reading Lists A detailed list of texts and required reading for all courses will be furnished on request to the Director.

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on page 6). Course 3 may, with the consent of the

Director, be taken a second summer for credit, since the material of this course is varied each year.

Books General supplies and text books published in this country may be purchased in the College Bookstore. The *Librería* of the Spanish School is located in the social room of Hepburn Hall and is open every afternoon from 2:00 to 5:00. Here students may secure books printed abroad which are used as texts in some courses as well as recently published Spanish books of general interest. On sale also are the sets of pronunciation and intonation records, especially recorded for the Spanish School by Professor Tomás Navarro.

Library The Spanish Library consists at present of over 5,000 titles comprising such subjects as language, literature, history, and civilization. During the past years, the library has been the recipient of gifts from the Centro de Estudios Históricos, the Junta de Relaciones Culturales, the Academia de la Historia de Cuba, the Hispanic Society of America, and the Secretaría de Educacíon Publica de México. Several anonymous gifts have also been received. The most representative periodicals of Spain and Spanish America, as well as publications in this country dealing with the Spanish language and literature, are received.

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of*

Escena de "Los Dos Hablabores"

honor to observe this rule of no English. The Director reserves the right to dismiss students who willfully break this rule.

Spanish Dormitories One of the most attractive features of the school is the friendliness which exists between the faculty and students, in no small measure due to the fact that the Director and instructors, as well as all students, reside in the dormitories.

Gifford Hall, the newest and one of the finest dormitories on the campus, will be used by the Spanish School this summer. Double suites, connecting singles, and single rooms are available.

In Hepburn Hall, built on the highest point of the campus, the rooms are *en suite* with a study for each two students. All bedrooms are single, and each suite is connected with a lavatory. Every floor has two separate shower-bath rooms with three showers each. A spacious and delightful garden surrounds the southern exposure of Hepburn where students may lounge or study.

There is a graduate nurse on regular duty on the campus within the reach of every student. The students may feel that they are amply protected in case of emergency.

Spanish Dining Rooms All members of the School take their meals in the dining rooms of Hepburn and Gifford Halls. Meal hours are conversation hours and also provide students with an opportunity of becoming better acquainted with each other and with the various instructors. To facilitate this, they are required to change tables according to a system of rotation.

Regularly enrolled students in the French and Italian Schools who have a knowledge of Spanish may, with the permission of the Director, arrange to have some of their meals in the Spanish dining hall if an exchange can be effected.

Lectures Every Monday evening at seven o'clock in Munroe 303 a lecture will be given by some member of the faculty or a guest lecturer. All members of the school are urged to attend.

Activities The activities outside of the recitation room constitute an important feature of the life of the student while attending the Spanish School. These activities are designed not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life.

Weekly programs are planned at the beginning of each week and are arranged so as not to interfere with the student's study and relaxation.

These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal talks by members of the faculty; Spanish games and plays; folk songs and dances; and Spanish moving pictures.

Arrival Beginning Friday morning, June 28, students will be met at the station by a Spanish School representative who will direct them to taxis and assist with arrangements for luggage.

As soon as possible, students should report to the Director to register for their courses and to receive other information.

The first official assembly of the Spanish School will be held on Sunday evening, June 30, at seven o'clock. All students are required to attend. Classes will begin at eight o'clock, Monday morning, July 1.

Consultation During the entire summer the Director will hold regular consultation hours at his office, from 10 to 12, and from 2 to 3 daily. Arrangements may be made with his secretary for special consultations at other hours.

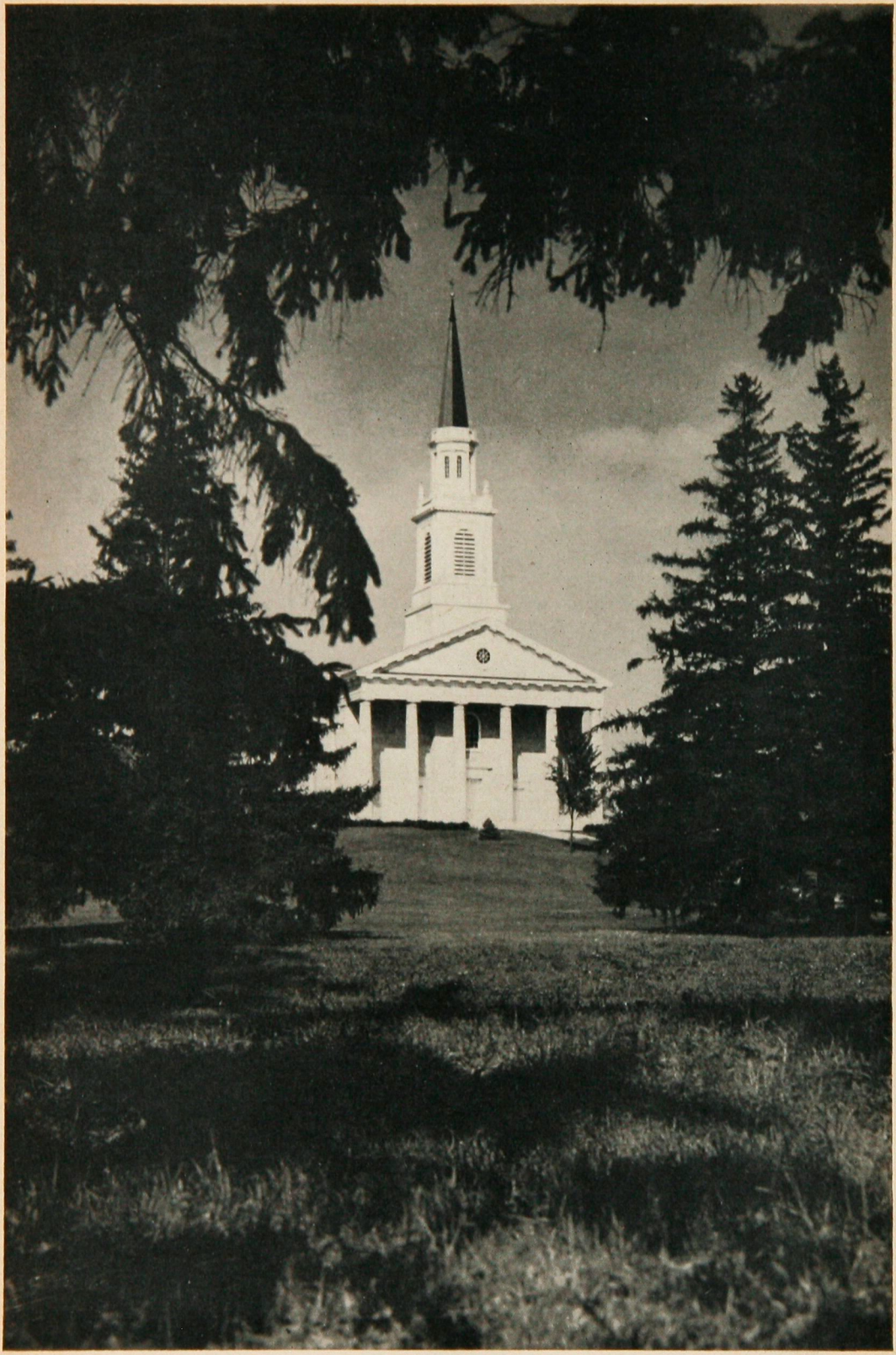
Scholarships Several scholarships of fifty dollars each will be available this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These awards will be made on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15. The awards will be announced before June 1.

Self-Help In addition to the scholarships a limited number of students are provided an opportunity to defray part of their expenses—free board—by acting as waiters and waitresses in the Spanish dining-halls. A speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to the Director for information and application blanks.

Mail to Students In order to insure prompt delivery of their mail, students should have all letters and other mail matter addressed in care of the Middlebury Spanish School, Middlebury, Vermont.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and room reservations should be addressed to the Secretary of the Language Schools, Middlebury College, Middlebury, Vermont.



Bread Loaf School of English

June 28—August 10

The Bread Loaf School of English, Reginald L. Cook, Director, offers graduate courses leading to a Master's degree, in English and American literature, literary history, and the English language. Special attention is paid to the needs of teachers of English. The instructing staff is nationally known.

Splendid mountain scenery, healthful out-of-door activities, and an informal friendly atmosphere create an environment in which students, teachers, and writers find new inspiration and professional guidance.

The Bread Loaf Writers' Conference

August 14—28

The Writers' Conference will be conducted again this year at Bread Loaf under the direction of Theodore Morrison. Mr. Morrison is a writer and teacher, formerly an associate editor of the *Atlantic Monthly*, and now a member of the English Department at Harvard University.

The object of the Conference is to provide sound and experienced help and criticism for men and women who desire to write or are interested in the practical background of literature. The staff consists of well-known writers and teachers supplemented by experienced representatives of publishing and the literary agency business. The program consists of background talks on the principal branches of writing; group discussions on manuscripts; individual interviews with staff members; evening talks and entertainments.

Composers' Conference and Chamber Music Center

At Middlebury, August 17—31

Under the direction of Mr. Alan Carter, founder and director of the Vermont State Symphony Orchestra, a Composers' Conference and Chamber Music Center will be held this year on the Middlebury campus. The aim of the Composers' Conference is to provide experienced criticism of scores, and a program of discussion, instruction, and performance. It is designed chiefly for those interested in composing professionally in any form, and also for those desiring a better understanding of how serious composing is accomplished. The Chamber Music Center will function as an adjunct to the Conference in providing contact between the composer and the student of music, and providing ample chamber music material for both amateur and accomplished students of music.

The staff will be composed of prominent musicians, teachers, editors, publishers, composers, and critics whose reputation for creative artistry and honesty of judgment has been widely established.

The facilities of the French Château on the Middlebury campus will be used for student board and room; the Music Building of the college will be used as the instruction center.

THE LANGUAGE SCHOOLS OFFICE, MIDDLEBURY COLLEGE, MIDDLEBURY, VT. will send complete bulletins, and further information concerning admissions, fees, and accommodations in any of the above schools, on request.